University of Scranton

1996-97 Catalog
## 1996-1997 UNIVERSITY OF SCRANTON
### CALENDAR
#### SEMESTERS

**FALL 1996**
- Aug. 29: Dexter Hanley College Student Orientation
- Aug. 31-Sept. 1: Undergraduate Day School Student Orientation
- Sept. 3: Classes Begin
- Sept. 11: Last Day 100% Tuition Refund
- Sept. 13: Last Day to Declare Pass-Fail Option
- Sept. 18: Last Day 75% Tuition Refund
- Sept. 25: Last Day 50% Tuition Refund
- Oct. 2: Last Day 25% Tuition Refund and Last Day to Drop Classes
- Oct. 9: Quarter Ends; Last Day Credit to Audit/Incompletes to Fs
- Oct. 12: Fall Break Begins
- Oct. 16: Classes Resume
- Oct. 11: Quarter Grades Due
- Nov. 13: Last Day to Process Class Withdrawals
- Nov. 27: Thanksgiving/Easter Holiday Begins
- Dec. 2: Classes Resume
- Dec. 6-12: Dead Week (No Exams)
- Dec. 14: Final Exams Begin
- Dec. 19: Semester Ends
- Dec. 23: Grades Due by Noon

**SPRING 1997**
- Jan. 29: Commencement
- Jan. 6: Classes Begin
- Jan. 7: Last Day to Add
- Jan. 8: Last Day 100% Tuition Refund
- Jan. 9: Last Day 50% Tuition Refund
- Jan. 16: Last Day Credit to Audit
- Jan. 23: Last Day to Withdraw
- Jan. 31: Final Exams Begin
- Feb. 1: Session Ends
- Feb. 5: Grades Due by Noon
- Feb. 26: March 5: Drop Classes
- Sept. 3: Classes Begin
- Sept. 11: Last Day 100% Tuition Refund
- Sept. 13: Last Day to Declare Pass-Fail Option
- Sept. 18: Last Day 75% Tuition Refund
- Sept. 25: Last Day 50% Tuition Refund
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**SHORT SESSIONS**

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University of Scranton
Scranton, PA 18510-4699
(717) 941-7400

Dexter Hanley College Admissions Office (717) 941-7580
Office of Financial Aid (717) 941-7700
Office of the Registrar (717) 941-7720
UNDERGRADUATE CATALOG
1996/97

Where Potential Becomes Achievement in the Jesuit Tradition

Volume 81 June 1996

University of Scranton
Scranton, Pennsylvania 18510-4699

The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to affirmative action to assure equal opportunity for all persons, regardless of race, color, religion, national origin, ancestry, disabilities, sex or age.
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The University of Scranton was founded in 1888 by Bishop William O’Hara. Originally called St. Thomas College, the University received its present name in 1938 and welcomed the Jesuit fathers in 1942. After a period of unprecedented growth in both size and quality, the University celebrated its Centennial in 1988 and faces the future with pride and confidence.
The University of Scranton understands itself as a place “where potential becomes achievement in the Jesuit tradition.” This statement is here elaborated in terms of the University’s mission, its campus, its faculty, and its students.
STATEMENT OF MISSION

1. The University of Scranton is Catholic and Jesuit in both tradition and spirit. Committed to liberal arts education, the University has served primarily undergraduate men and women, but also serves graduate students, adult learners, and persons interested in continuing their professional education. Founded as St. Thomas College by the Bishop of Scranton in 1888, the institution moved to the administration of the Society of Jesus in 1942.

The University of Scranton’s chief concerns, as a university, are for learning and the truth. The University aspires to the kind of community for students and faculty in which learning will lead to personal growth and development. It strives to create the sort of environment in which the wisdom of past years can be preserved for the enlightenment of the future and in which the continuing search for truth can prosper. The University understands that freedom of inquiry and respect for the dignity and rights of all people must be protected for these hopes to be fulfilled.

2. Our Catholic tradition and spirit mean, first of all, that the University recognizes that the teaching and example of Jesus Christ are central sources of values and attitudes which should be reflected in the campus culture. Thus, Theology, as an intellectual effort to understand the data of divine revelation, is an important academic discipline at the University; and the University, although independently incorporated by the Commonwealth of Pennsylvania, stands firmly in the Catholic tradition and communicates this tradition in a systematic way. It also explores other traditions, for their intrinsic merit and for the contributions they can make to a better understanding of the Catholic tradition. The University thus does not intend to serve Roman Catholics in an exclusionary sense but rather to provide Catholic education in a properly ecumenical context for students from a variety of religious backgrounds and different value orientations.

3. Our Jesuit tradition and spirit mean that the life of the University is inspired with the vision contained in the Book of the Spiritual Exercises of St. Ignatius of Loyola, the founder (in 1540) of the Jesuit Order. This spirit is brought to the University not only by the Jesuits who live and work here, but, with ever increasing significance, also by their colleagues and students who may make their own this same vision through the personal experience of the Spiritual Exercises.

Translated into an educational context, this vision manifests itself in respect for the individual student as a unique person and in an emphasis on service, on open communication, on freedom of choice, on commitment to the value system contained in the Gospel of Christ. As Jesuit education grew, these characteristics manifested themselves in more measurable educational terms like clarity of thought, care for fundamentals, excellence in written and oral expression, reflection on personal experience, respect for the best in past human experiences.

4. The University is committed to liberal arts education; the University also affirms its emphasis on professional and pre-professional education. Though these aims may seem to be in some tension, the University believes that there is a creative relationship between laying the broad foundation that liberal arts education provides, and striving to serve the career-oriented expectation of its students and the needs of society for humanistically trained professionals.

In the Jesuit tradition, the liberal arts are defined in broad terms, comprising not only the humanities, but also science as well. (The breadth and richness of the Jesuit sense of the liberal arts is given one useful historical definition in the Society’s Constitutions, Part IV, Chapter 12. See also the end of paragraph 2 of Section 3 above.) It is our goal, therefore, to provide a common foundation in the liberal arts to all of the programs of specialization in the undergraduate schools and colleges. In line with the emphasis attached to the liberal arts, attractive majors in the traditional disciplines will be provided, and special care will be taken to foster excellence of teaching and library support for these fields.

The University’s strength in professional and pre-professional programs is expressed by a good range of career-oriented majors in the College of Arts and Sciences; the School of Management; the College of Health, Education, and Human Resources; and Dexter Hanley College, as well as the Graduate School. The programs are designed to meet the standards of the appropriate professional fields, and also to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners.

5. The University is committed to adult and non-traditional learners. This commitment, fulfilled in the various credit and non-credit programs offered by Dexter Hanley College, is rooted in the institution’s Jesuit identity as well as its historical aim of service to the local community. This aspect of the University’s mission is expressed in full harmony with its goal of educational quality.
6. The University is committed to excellent graduate education to the master’s level. This commitment, affirmed first with the creation of the Graduate School in 1950, has been reaffirmed. In the reaffirmation, the University related its graduate mission not only to its community service role, but also to its desire to promote faculty and student scholarship and research. Programs offered by the Graduate School are not only intended to serve the appropriate professional needs of the community; they are also intended to provide a balanced array of studies, reflective of the range of the University’s resources in the humanities, the sciences, and the social sciences.

7. The University serves not only the local community, but other communities as well. The University is committed to serving students from a wide geographical region within and beyond the borders of the United States, while at the same time retaining its special commitment to the community of northeastern Pennsylvania where it has its historical roots. It intends to build its on-campus resident population while maintaining the presence of commuter students from the metropolitan area.

8. The University is committed to academic excellence. The pursuit of this goal touches all elements of the life of the University as outlined below. To excel is to move or to stand apart from a well-defined starting point. Our pursuit of academic excellence begins with an understanding of where we are and what we propose to do.

8.1 Students. We begin with a respect for the varying capacities of the students, a characteristic Ignatius of Loyola insisted upon for his schools. The University will include in its student body only those who are capable of serious academic work, but, given that initial norm, the University wants heterogeneity in its student body with respect to race, sex, religion, and socioeconomic background. Moreover, the University intends to do all it can to serve the poor and to keep itself accessible to the range of socioeconomic groups it has traditionally served. Excellence in the student body is measured in terms of development of academic potential, respecting in every case the unique characteristics and varying capacities of students.

8.2 Faculty. We begin with the acknowledgement that the quality of the University depends essentially on the quality of the faculty. We also propose to be a university that emphasizes good teaching. The University, however, takes the position that teaching is enhanced by serious scholarship and ordinarily will not last without it. Hence, excellence in the University’s faculty is measured in terms of continued advancement in the quality, effectiveness, and vitality of classroom performance, as well as the continued application of faculty energy to research which advances human knowledge and may lead to publication for a scholarly audience beyond the University community. We regard teaching and research as complementary to, not in opposition to or competition with each other.

8.3 Administration. The starting point from which administrators advance is manifold. It presupposes credentials appropriate for leadership and management in an educational environment, experience with the special problems of that environment, and knowledge of, as well as being known in, the academic community beyond the University. Excellence is then measured along lines of improved knowledge of the University as an institution and a community, service to the constituencies of the University, ability and responsiveness to the needs of the University community, management of academic and financial affairs, effectiveness of planning, decision making, communication of plans and decisions to the University community, and impact in the realm of ideas and influences in the metropolitan area or beyond.

9. The University of Scranton is committed to the development of the student, including the individual’s moral development. The student is at the center of everything the University does. Our governance, instruction, and all related services, especially counseling services and academic advising, respect the uniqueness of the individual. The individual is viewed, however, as a member of a campus community and of a larger human community. The educational approach of Christian personalism regards the individual as a person-in-community. Education at the University of Scranton aims to sensitize the student to societal obligations as well as to the student’s unique personal value. With total respect for an individual’s freedom of choice and conscience, the University provides opportunities for worship and spiritual growth. Provision is also made for social development in a community environment. The social and intellectual dimensions of the campus community are value oriented, designed to foster in every student principled judgments and actions that are free, responsible, and humanly valid.
10. The University of Scranton is committed, as one of the dominant institutions in northeastern Pennsylvania, to community service. The primary service rendered by the University to the area is the education of future leaders for the area’s professional, political, religious, cultural and business communities. The University recognizes its responsibility, within its capability, to render technical and cultural assistance to members of these communities. Accordingly, the University actively participates in the efforts to improve the region’s economic and social environment. In addition, the University provides students, as students, with experience of the dominant social and economic problems of this region. It does so in order to assist them in systematic analysis of the problems of contemporary life and motivate them to contribute in some ways after graduation to the solution of these human problems.

11. The University acknowledges that being Jesuit in tradition and spirit means being experimental and innovative. A Jesuit university belongs at the forefront of Catholic intellectual life, interpreting the Church to the world and the world to the Church. It is in the Jesuit style to do, in education or any other work, what others cannot or choose not to do. The University therefore commits itself to the fostering of these characteristics from its well-established institutional base. The educational apostolate under Jesuit auspices is a means for promoting the greater glory of God through the lives of human persons. Accordingly, the object of education is not only the intellect but also the will, and indeed the whole human person.

12. The Statement of Mission is intended to give direction to all that the University does. Progress toward these ends will be measured first by the ability of each academic department and administrative unit to choose, and announce the choice of goals and specific objectives pertaining to each division of this Mission Statement. Second, progress toward our goals will be measured by the actual achievement of the stated objectives. The objectives, clearly stated, quantified, and specified within a time frame, will be means to the ends spelled out in this Statement.

THE CAMPUS

Since 1956, a development program has added 63 buildings, including 15 residence halls. Principal among these campus structures are:

ALUMNI MEMORIAL HALL—Opened in 1960 as the Alumni Memorial Library, it was renovated in 1992-93 for instructional and administrative use. The Computing and Data Services Center, the Office of Instructional Development/Learning Resource Center, classrooms, offices for departments of Military Science, Institutional Research, and Psychology are located in this building.

SAINT THOMAS HALL—Located at the foot of the University Commons, this building is named for St. Thomas Aquinas and provides a symbolic historic link between the modern University of Scranton and its predecessor, St. Thomas College. It contains classrooms, language and communication laboratories, a small chapel, offices for the Registrar, Treasurer, Dean of the College of Arts and Sciences, Dean of the College of Health, Education, and Human Resources, Admissions, and Financial Aid. The HARPER-MCGINNIS WING, added in 1987, contains state-of-the-art equipment for the study of Physics, Electronics Engineering, Computing Sciences, and the Electronic Commerce Resource Center.

COMMUNICATION WING OF ST. THOMAS HALL—Completed in October 1995, it consists of a 16,000 square-foot facility on two floors located between the Harper-McGinnis Wing of St. Thomas Hall and the John Long Center. The building spans Catlin Court and connects to the fourth and fifth floors of St. Thomas Hall. This facility complements the existing Computer Aided Logistics Support (CALS) program and houses a new television studio as well as production space.

THE GALLERY—A multi-purpose academic building named in honor of former President Eugene Gallery, S.J., this houses Dexter Hanley College, a Media Resources Center with an audiovisual collection of more than 8,300 units, two large multi-media classrooms, the office of Career Services, the Counseling Center, and the University’s art gallery.

JOHN J. LONG CENTER—Completed in 1968, and named for the former Jesuit President of the University, this three-level, multi-purpose structure has enabled the University to broaden its program of physical education. It includes a 22,820 square foot main floor area used for basketball, or convocations with a seating capacity of 4,400. It provides specialized facilities for such activities as wrestling, weight lifting, handball, tennis, and golf, as well as a physical therapy room and sauna.
LOYOLA HALL OF SCIENCE—Recently renovated and expanded, this structure houses highly specialized laboratories for the study of chemistry and biology.

MOLECULAR BIOLOGY INSTITUTE—This facility was completed in June 1996 and provides biological research and office space as well as offices for the Northeast Regional Cancer Institute. The building was constructed through the assistance of the U.S. Air Force and Department of Defense.

O’HARA HALL—Named in honor of Frank J. O’Hara, who served the University for over half a century, this building on the corner of Jefferson and Linden Streets houses the School of Management, and the departments of Nursing, Counseling and Human Services, Health Administration and Human Resources, and Education.

GUNSTER MEMORIAL STUDENT ACTIVITIES CENTER—Expanded and renovated in 1993, the building includes expanded dining and kitchen facilities featuring a “Food Court.” Also included are staff and student lounges, snack bar, game room, and the 400-seat Eagen Auditorium. The building also houses the Offices of the Vice Presidents for Student Affairs and University Ministry, Student Government and Commuter Affairs.

JEFFERSON HALL—Houses residence facilities, offices, classrooms and laboratories for the Departments of Physical Therapy and Occupational Therapy, and a small auditorium.

UNIVERSITY COMMONS AND ROYAL WAY—Provides the University with a central campus environment. The Commons has a serpentine alignment with the area in front of the Gunster Memorial forming a focus for the campus. The area provides a major pedestrian link between Galvin Terrace, the University’s outdoor sports center, the Gunster Memorial Student Activities Center, John Long Center, residence halls, and the heroic-sized sculpture of “Jacob and the Angel.” The Royal Way links the University dormitories with the Gunster Student Center and the Commons. It is marked at the north end by a ceremonial gateway and on the south end by the Centennial Fountain and statue of Saint Ignatius Loyola.

ROCK HALL—This structure, with its ecclesiastical architecture, is located above the campus in the 400 block of Monroe Avenue. It houses the University’s principle chapel, Madonna della Strada, and the Military Science Department (ROTC). It is named after the late Joseph A. Rock, S.J., professor of history and academic vice president emeritus.

WILLIAM J. BYRON RECREATION COMPLEX—Named for the Jesuit educator, former president of the University of Scranton and former president of the Catholic University of America, this structure was completed in 1986. It contains a large swimming pool, racquetball courts and other athletic and meeting facilities.

ELM PARK—By arrangement with the Elm Park United Methodist Church, the University now occupies two floors of its spacious parish building. This facility houses the Department of Sociology and Criminal Justice, as well as classrooms and faculty and student activities offices.

HOUHILEHAN-MC LEAN CENTER—Named for two eminent School of Management faculty, this former church structure contains a large auditorium and offices and practice rooms for University bands and choirs.

SMURFIT ARTS CENTER—Another former ecclesiastical structure, located at the corner of Madison and Vine, this building houses studios for the University’s Fine Arts Department. It is named after a generous Irish benefactor, Michael Smurfit.

THE ESTATE—Former residence of the Scranton family, and more recently of the Jesuit community, this magnificent structure now contains the offices of the University Provost, the Graduate School, and Research Services.

SCRANTON HALL—The former carriage house to the Scranton mansion, erected in 1871, became the President’s office in 1958 and was named for the Scranton family in 1964.

HILL HOUSE—Named after the Rev. William B. Hill, S.J., Professor of English and Academic Vice-President Emeritus, this faculty residence and meeting facility is located at the eastern end of the campus on the corner of Webster and Linden Streets.

CHAPMAN LAKE—The University’s Conference and Retreat Center at Lakeside Pines provides 8 acres of recreation space only a 20 minute drive from campus in Montdale, Pa.
RESIDENCE HALLS—Designed to function according to small-group living principles, ten residence halls, centered about terraced quadrangles, are provided. A Jesuit counselor lives in most halls and there is a resident assistant on each floor.

To meet the increasing enrollment of resident students, the University has constructed two new dormitories. The first, opened in September 1985, is named Redington Hall to honor a generous benefactor, Francis E. Redington. The second, opened in August 1989 as a “residential college,” is named Gavigan Hall after Vice President for Student Affairs Emeritus John R. Gavigan. The University also has recently acquired a series of houses and apartment buildings in the vicinity of campus and converted these to various types of student apartment complexes. Some of these are organized around academic interests and most feature optional kitchen arrangements. Finally, students in the upper classes are permitted to live off campus in non-university owned apartments. The standard plan for resident students includes living quarters; three meals on each class day, and brunch and dinner on weekends and mid-week holidays; nursing service for emergencies and short-term care in the infirmary.

LAVIS, MCCORMICK AND GANNON HALLS—Completed in 1991, this 210-bed residence hall complex includes one large lounge per wing and smaller lounges on each floor and an apartment for the Associate Director for Residence Life.

CAMPION HALL—Named for Edmund Campion, 16th Century Jesuit scholar and martyr, this residence was built by the Society of Jesus in 1987 for its members who serve the University.

HYLAND HALL—Completed in Fall 1988, this classroom building at the corner of Linden and Jefferson honors Kathryn and Bernard Hyland, parents of University alumnus and benefactor Bernard V. Hyland, M.D. This facility also houses the University bookstore.

ALUMNI HOUSE—Circa 1928, headquarters of the University of Scranton National Alumni Society.

CENTENNIAL FOUNTAIN AND STATUE OF ST. IGNATIUS LOYOLA—The monument was constructed in 1988 in celebration of the 100th anniversary of the University and in recognition of the role of parents in education. Known as the “Celebration of Life,” it is the gift of Mrs. Francis E. Redington, a former University trustee.

HARRY AND JEANETTE WEINBERG MEMORIAL LIBRARY—Opened in 1992, this 80,000 square foot, five-story building is named for Harry and Jeanette Weinberg. Library holdings include 344,508 volumes, 2,183 periodical subscriptions, 324,620 microforms, and 9,372 non-print items. The facility includes group study rooms; quiet study areas; a twenty-four hour study room with a computer lab; a CD-ROM lab with approximately 19 CD-ROM databases networked to allow as many as six to eight users simultaneous access, with additional 15 CDs on stand-alone work stations; and the Heritage Room, a large reading room on the 5th Floor overlooking the campus and the community. The Heritage Room incorporates a motif reflecting the heritage of Scranton. The Media Resources collection, located in the Library building, holds 9,712 non-print items, including videocassettes, records, films, and filmstrips. The online public catalog displays Library/Media Resources collection holdings and availability of materials. Users may use terminals in the Library to access holdings in the online public catalog or dial in via a modem (941-7715).

The Library hours are posted on campus, on the online public catalog, and, on a recording (941-7525). It is open 99.5 hours per week, with extended hours during exam periods.

CENTER FOR EASTERN CHRISTIAN STUDIES—The Center for Eastern Christian Studies at the University of Scranton serves as the focal point of several activities — academic, pastoral and ecumenical — all designed to promote the knowledge and understanding of the Christian East. The Center houses a Byzantine Rite chapel, a library of 15,000 books and a Rare Book collection, staff offices and a lecture-social hall.

McDADE CENTER FOR LITERARY AND PERFORMING ARTS—Completed in September 1993, this facility includes a “black box” studio theatre and a 300-seat main theatre, classrooms, writing lab, and offices for the English Department.

WELLNESS CENTER—Acquired and renovated in 1993, this 6,000 square-foot structure, located at the northeast border of the campus, houses the Student Health Services, the Drug and Alcohol Information Center, and an area leased to the Scranton police department.
ECRC (Electronic Commerce Research Center)—This project, to be completed by October 1995, consists of a 16,000 square-foot facility on two floors located between the Harper-McGinnis Wing of St. Thomas Hall and the John Long Center. The building will span Catlin Court and connect to the fourth and fifth floors of St. Thomas Hall. This facility will complement the existing Computed Aided Logistics Support (CALS) program and provide a new television studio as well as production space.

PARKING PAVILION—This five-story structure is located at the corner of Mulberry St. and Monroe Ave. It provides parking for approximately 515 cars as well as offices for the Department of Public Safety. The facility is a precast concrete structure with the primary entrance on Monroe Ave. and the primary exit to McKenna Court.

All University buildings are networked to other facilities on campus, and each dormitory student room has access to a voice, video, and data outlet.

A FACULTY OF TEACHERS AND SCHOLARS

Over 250 faculty and administrators participate in the University’s educational enterprise. They hold degrees from 135 different universities in 30 countries on five continents. Cambridge and the University of London in England; Louvain and the Gregorian on the Continent; the University of Calcutta in India; the Sophia University in Japan; Soochow University in China; Berkeley, Yale, MIT, Notre Dame, Harvard and Georgetown in America — all are represented among the faculty.

By its nature and function, a university faculty constitutes the most cosmopolitan element in a community. Hindu and Muslim, Christian and Jew, ministers and rabbis — scholars and teachers all — are found on the University’s faculty.

The Jesuit tradition is carried on at the University not only by the 25 Jesuits engaged in teaching or administration, but by the fact that almost half of the faculty hold at least one degree from a Jesuit college or university.

As indicated in the Statement of Mission, excellent teaching and scholarship are regarded as complementary at this institution. Evidence of the latter is seen in the fact that numerous faculty serve on editorial boards of national and international journals, and two have served as principal editors — Prof. David Friedrichs, Legal Studies Forum; and Dr. John Norcross, Journal of Integrative and Eclectic Psychotherapy. Further, Fr. Richard Rousseau, S.J., is founding editor of Ridge Row Press, which in 1988 expanded to become the University of Scranton Press and which specializes in philosophical and theological publications.

The Directory at the conclusion of this Bulletin presents more detailed information about the faculty.

STUDENT DIVERSITY AND PARTICIPATION

As the faculty come from around the world, so do our students. Twenty-seven states and twenty foreign countries are represented in the University’s student body of 5,000. In turn, through the Fulbright and Foreign Study programs, University of Scranton students matriculate at such foreign universities as Leuven, Madrid, Tubingen, Mainz, Oslo, Fribourg, Cologne, Salamanca, Lancaster, Berne, Strasbourg, the Sorbonne, and University College, Dublin. This interchange of students contributes to the diversity and intellectual life of the University.

Much of the work in this university community is accomplished through student input. Considerable scientific research at the University is done by undergraduate students in the laboratories and in the field. The University newspaper and yearbook are edited and managed by students. With faculty assistance, students publish articles and abstracts in national scholarly journals. Students work in the public relations and admissions offices, computer center, as resident assistants in the dormitories, as research assistants and interns for deans and the registrar. Similarly, they participate in the University’s decision making. Seven students are elected by the student body to serve on the University Senate. Others serve with departmental chairpersons and faculty on the Conferences which recommend to the Deans changes in academic programs. Students also serve with other members of the University community on the various Search Committees which recommend candidates for the principal administrative posts from President to Dean.
INDICES OF ACHIEVEMENT

The recently published Volume Two of the National Science Foundation (NSF) Project Kaleidoscope lists the University of Scranton in the top 15% nationwide for both the absolute number and proportion of graduates receiving baccalaureates in mathematics and the natural sciences during 1987-89. The University is ranked 26th in this category for graduates as a whole and as 40th (tied with Stanford) for women graduates.

Working with dedicated faculty and staff to maximize their potential, students at the University of Scranton become achievers. Among over 29,000 alumni, the following might in particular be mentioned:

Patrick Cardinal O’Boyle ('16), Archbishop of Washington; Michael J. Eagen, Sr. ('27), Chief Justice of the Pennsylvania Supreme Court; Dr. Clarence Walton ('37), first lay president of the Catholic University of America; Dr. Glynn Lunney ('55), Chief of the Flight Director's Office for the National Aeronautics and Space Administration, lead flight director for historic moon flights of Apollo 11 through 15; Jason Miller ('61), winner of the 1973 Pulitzer Prize in Drama for That Championship Season and "Oscar" nominee for his role in The Exorcist; Paul Montrone ('62), president and managing director of the Henley Group, Inc., a Fortune 500 Company; Dr. Francis J. Castellino ('64), Dean of the College of Science, University of Notre Dame; Arthur W. Brown, Ph.D. ('37), former President of Mary Grove College and Adelphi University; Gerard R. Roche ('53), Chairman of the Board, Heidrick and Struggles, Inc.; and Robert F. Pugliese, Esq. ('54), Executive Vice President, Legal and Corporate Affairs, Westinghouse Electric Corporation.

BACCALAUREATE SOURCE OF Ph.D.s

Achievement is also recognized in a recent study of the Office of Institutional Research at Franklin and Marshall College which shows that over a 66-year period (1920-86), the University of Scranton ranked 90th out of 877 four-year, private, primarily undergraduate institutions as the baccalaureate source of Ph.D.s in all fields.

MEDICINE AND LAW

The similarly excellent record of Scranton alumni in gaining acceptance to professional schools — including the nation’s most prestigious — is documented in the Health Professions and Pre-Law sections later in this catalog.

TRUMAN AND OTHER NATIONAL SCHOLARSHIPS

In recent years students from the University have won a number of highly competitive national fellowships, including those offered by the Mellon Foundation, the Danforth Foundation, the National Science Foundation, and the Harry S. Truman Memorial Foundation. Most remarkably, two sisters, Maria Mascaró ('84) and Carla Mascaró ('87), both were awarded four-year Truman scholarships. In 1988 Alice Bait, a double major in English and Philosophy, won a summer study grant through the National Endowment for the Humanities.

NATIONAL ALUMNI SOCIETY

The Alumni Society of the University of Scranton provides a way for graduates to continue their participation in the life of the University after their student years. Its 18 regional alumni chapters include over 29,000 members throughout the country. The Society, which is governed by elected officers and a 28 member Board of Governors, fosters communication among alumni and encourages continued dialogue between alumni and the University community. It hosts alumni functions, including Reunions and Homecomings, and promotes the interests of the University by identifying prospective students, assisting the placement of graduates, collecting and preserving materials for University history, encouraging networking among its membership, providing numerous services and benefits, performing community service projects, and honoring student, faculty and alumni accomplishments.
FULBRIGHT AND OTHER INTERNATIONAL FELLOWSHIPS

In this the fiftieth anniversary of the Fulbright Program, the University of Scranton celebrates its twenty-fifth consecutive year of winning prestigious Fulbright Fellowships—the United States Government’s premier scholarship for foreign study and research. Indeed, over the last 25 years, 88 Scranton students have been awarded grants in the competitions administered by the Institute of International Education (Fulbright) and International Rotary.

To date, three Scranton students have accepted Fulbrights to conduct research and graduate studies overseas during the 1996-97 academic year, while a fourth student was awarded a French Government Teaching Assistantship. Robert Brennan, who double-majored in psychology and philosophy, will conduct neuroscience research as a Fulbright Fellow in Israel—at both Tel Aviv University and the Hebrew University of Jerusalem. Michele Battle, a double-major in biology and philosophy, will conduct her Fulbright research in molecular biology at the University of Strasbourg in France. Michael Tracy, who double majored in biology and philosophy, will conduct Fulbright research in evolutionary biology at Victoria University in Wellington, New Zealand. Finally, Michael Pagliarini, an international language/business major, has accepted a French Government Teaching Assistantship to teach English to high school in students France.

Three Scranton students also were awarded Fulbright fellowships in the 1995-96 academic year. Jason Cascarino, who majored in history is spending 1996 at Victoria University in Wellington, New Zealand; Jeffrey Greer, who double majored in philosophy and biology is at the University of Peradeniya in Sri Lanka; while Renee Kupetz, who majored in international language/business conducted research on German business at the Albert-Ludwigs University of Freiburg in Germany.

In recognition of the late Senator J. William Fulbright’s contribution to international education through the Fulbright Program, the University of Scranton on May 29, 1983 awarded him an honorary degree.

Dr. Susan Trussler of the Economics/Finance department is the University’s Fulbright Program Advisor.
AWARDS FROM INSTITUTE OF INTERNATIONAL EDUCATION
FULBRIGHT PROGRAM AND INTERNATIONAL ROTARY, 1980-1996

1980
Veronica Cardiff...............................................................................Germany
Stephen Carlin......................................................................................Chile
Michael Corbley.....................................................................................Switzerland
Maryann L. Heckman............................................................................Uruguay
Helen Hricko Haney.........................................................................Germany

1981
Patrick Cumberland...........................................................................Uruguay
Arlene Drack (ITT) ..............................................................................Norway
Deborah Krzywiec ..............................................................................Germany
Irene Mlodzinski ..................................................................................Switzerland
Mark Wisniewski..................................................................................Switzerland
Brian Wynne.......................................................................................Germany

1982
Michael Kondracki.............................................................................Peru
Bernadine Brennan-Moglia (ITT).......................................................Finland
Kathleen Flanagan...............................................................................Belgium
Joseph Piccirilli....................................................................................Germany
Howard Sorenson...................................................................................Uruguay
Elizabeth Veca.....................................................................................Switzerland
Leon Xavier Zawacki...........................................................................Germany

1983
Erin Brennan.....................................................................................Germany
Patrick Davies (ITT)...........................................................................Chile
Peter Regeski......................................................................................France
Joseph Tuncavage................................................................................Switzerland
Christopher Wahren...........................................................................Germany

1984
Robert Conforti...................................................................................Switzerland
Kathleen Flanagan...............................................................................France
Colette Mazzucelli..............................................................................Switzerland

1985
John Beltrami.....................................................................................Switzerland
Michele Gieger...................................................................................Germany
Marguerite Pedley...............................................................................New Zealand
Louise Vogel.........................................................................................Germany

1986
Margaret Husosky.............................................................................New Zealand
James Lavelle.....................................................................................Thailand
Christopher Montone.........................................................................Honduras
Robert Rabecs.....................................................................................Philippines
Janet Schubert.....................................................................................Belgium
DeLoris Spegar......................................................................................Singapore
Roy Whitman.........................................................................................Switzerland
Ann Marie Laskiewicz Ross................................................................South Africa

1987
Susan Conway.....................................................................................Germany
Kathleen Gallagher..............................................................................Nepal
Margaret Keen.....................................................................................France
Kevin Wright.......................................................................................Finland

1988
Michel Aboutanos..............................................................................Switzerland
Jeffrey Gabello.....................................................................................Germany
Christine O’Brien...............................................................................Kenya
Mary Yuen...........................................................................................Singapore

1989
Kim Marie Newak...............................................................................Germany

1990
Caroline Parente...............................................................................Uruguay
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<td>Jennifer Murphy</td>
<td>Denmark</td>
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<td>Neal Rightley</td>
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<td>Jeffrey Greer</td>
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<td>Michael Pagliarini</td>
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<td></td>
<td>Michael Tracy</td>
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</table>
RECENT INTERNATIONAL FELLOWSHIP WINNERS

New Zealand  Germany  Sri Lanka

Germany  Namibia  Spain

Argentina  Pakistan  Uruguay
Academic Program

The University’s academic program for undergraduates is offered through three day schools, the College of Arts and Sciences, the School of Management, and the College of Health, Education, and Human Resources; and through its division for non-traditional students, Dexter Hanley College. The schools share a common General Education program and offer baccalaureate degrees in 48 fields.
DEGREE PROGRAMS

The University offers the following degree programs for the undergraduate student:

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<tr>
<th>BACHELOR OF ARTS</th>
<th>BACHELOR OF SCIENCE</th>
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<td>German</td>
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<td>Chemistry-Business</td>
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<td>Interdisciplinary Studies</td>
<td>Chemistry-Computers</td>
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<td>International Language Business</td>
<td>Computer Information Systems</td>
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<td>Philosophy</td>
<td>Criminal Justice</td>
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<td>Spanish</td>
<td>Economics</td>
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<td>Theology and Religious Studies</td>
<td>Elementary Education</td>
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ASSOCIATE IN ARTS*

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<th>ASSOCIATE IN SCIENCE</th>
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<td>Systems</td>
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<tr>
<td>Criminal Justice</td>
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</table>

*Available through Dexter Hanley College only.
†Students entering the Physical Therapy program will earn a B.S. in Health Services after completing the first four years of a five-year program and a Master of Physical Therapy degree (M.P.T.) after completion of the fifth year.

THE SCRANTON PLAN

The product of a two-year study by a faculty-student-administration committee, the Scranton Plan seeks traditional Jesuit university educational objectives in the era of the knowledge explosion. In departing from a core curriculum of specifically required subjects, it acknowledges that there are today many more requirements for a liberally educated person than was formerly the case: disciplines, especially in the natural and social sciences, not known a century ago; foreign cultures thought insignificant only fifty years ago.

The University’s General Education Curriculum, in seeking to equip undergraduates with the ability to communicate their knowledge effectively, takes note that there are today many more ways to communicate than in the past. Computer and other quantitative languages, applied fine arts as aesthetic languages, writing and oral communication laboratories may develop the ability to communicate with others and carry on the University’s traditional emphasis on rhetoric as cogently as the study of Latin and Greek in the past, or even of modern foreign languages in today’s world of intensified international relations. Different students will have different communication interests and it is a virtue of the Scranton curriculum that its flexibility can accommodate and utilize that interest.

Finally, the Scranton Plan takes note that students have criticized the absence of a study of values on American university campuses, the failure of the universities to deal with philosophies of life which provide the means to evaluate the norms of national and personal actions. The Scranton curriculum provides a significant place for the study of philosophy, the theologi-
cal tradition of the student, and comparative religions. This too continues a traditional emphasis in the University’s educational pattern but allows the student flexibility in choosing to meet third and fourth-year general education requirements through either theology or philosophy, in opening up more opportunities for the study of human values through related courses in psychology, sociology, environmental sciences, etc., and in making it more feasible to carry a double major in theology or philosophy along with the student’s primary major.

**CURRICULAR OUTLINE**

Major Field of Concentration .................................................................36 credits
Cognates Related to Major ..............................................................................36 credits
General Education ..........................................................................................24 credits
Residency Requirements .................................................................67 credits

Major: 36 credits in the major field of concentration is the normal amount. Some departments require less, the minimum being 30 hours with the unallocated credits going into the other curricular areas. Several departments, especially in the physical science area, require more than 36 hours, the additional credits coming from the cognate area and/or as overloads beyond the normal 127 credits needed for graduation. The specific departmental curricular models on subsequent pages of the Bulletin should be consulted. Students desiring to shape an interdisciplinary major should consult their Academic Dean on their program.

Cognate: These are courses external to the major field of concentration, but which round out the student’s competence in his major through the study of related disciplines and subject matter, or through the acquisition of skills useful to his or her specific vocational goals. Normally the cognate area will consist of 24 credit hours, some of which may be specified by the department and others chosen by the student according to his or her particular interests or objectives.

General Education: Shunning a merely technical or pre-professional educational, the majority (67) of the student’s 127 credits toward the degree are devoted to a broad liberal education according to the following typical pattern.

A. **Physical Education**—Four credits via .5 or 1.0 credit courses .................4 credits

B. **Distribution of remaining credits into broad areas** of knowledge as indicated in the table ..............................................................63 credits

In some instances, departmental recommendations are made with respect to the general education courses; departmental curricular models should be consulted. In fulfilling the distribution requirement, students ought ordinarily to complete at least five two-course sequences to provide depth as well as breadth in their general education.

C. **Communication Skills**—Unlike many college curricula, the Scranton curriculum does not require specific courses in English grammar. Rather, because of its recognition that writing and speaking effectively are skills necessary for success in college and in one’s later professional life, the University of Scranton requires that students demonstrate basic competencies in written and oral communication before their junior year. Each of these competencies may be demonstrated by the students in one of the following ways:

1. An examination supervised by Communication department faculty (for COMM. 100) and by English department faculty (for ENGL. 107). These examinations may be taken only by Freshmen and Sophomores who have not taken the course in the same skills area.

2. Successful completion (a grade of C or higher) of courses set up to facilitate mastery of these skills: Communication 100 for oral communication; English 107 (or appropriate advanced standing course) for writing skills.

D. **Non-Classroom Activities**—With the approval of the Academic Dean and the department, the student is encouraged to petition beforehand that certain non-classroom activities such as internships, participation in artistic productions, sustained activity in political, social, or religious organizations, etc. be supervised, evaluated, and accepted for academic credit normally in the Free Area of the General Education distribution.
SERVICE LEARNING – CHEHR

The College of Health, Education, and Human Resources, in keeping with the Mission Statement of this University, is committed to teaching students how to incorporate theory into practice. The College believes that the best way to encourage students to participate in the communities around them in a productive way, is to introduce them to the academic, social, and civic needs of diverse groups of people through service work in the community. The focus on Service-Learning will engender in students an appreciation not only of local issues but also of national and global issues with which they will need to be conversant during their professional lives.

DOUBLE MAJOR PROGRAM

Students at the end of the first semester of freshman year or thereafter may elect to pursue a second field of concentration in addition to their first major. The signatures of the appropriate Dean and the agreement of the two pertinent departmental chairpersons should be obtained. A second major consists of all major and required cognate courses. Except for double majors involving Education and a content area, a second major will not be awarded for fewer than 18 credits in the second field which are not counted as part of the first major. The 67 credits in the General Education area need not, of course, be repeated. Students who wish to double major in any two of the majors in the History/Political Science department may not double count any of the credits required in the first major. Sixty-five students in the class of ’91, sixty-eight students in the class of ’92, seventy-two students in the class of ’93, seventy-eight students in the class of ’94, and seventy-six students in the class of ’95 graduated with double majors.

SECOND DEGREES

Persons with good scholastic records and a baccalaureate degree from a regionally accredited institution, who wish to earn a second baccalaureate degree, must apply to Dexter Hanley College. Requirements for a second degree are outlined on page 202.

MINORS


Courses counted toward a major may not be counted toward a minor. However, courses counted toward a cognate or general education courses may be used to fulfill minor requirements.

SUMMER SCHOOL

The University of Scranton annually offers a Summer School of two sessions to allow students to accelerate their degree programs or to make up courses that may not have been completed during the regular semesters.

TRANSFERRING CREDITS FROM OTHER INSTITUTIONS

A matriculating student at the University of Scranton can transfer in no more than ten (10) percent of the total credits in the student’s program. A student transferring in from another institution will be limited to no more than ten (10) percent of the total credits remaining in the student’s program. All students must meet the residency requirements which states that 63 credits including the last 30 credits must be taken at the University of Scranton. University of Scranton students who have completed their sophomore year (60 credits) are permitted to take courses only at other four-year regionally accredited institutions. Those who have not completed their sophomore year may be approved for courses at two-year or four-year regionally accredited institutions. Grades below C received elsewhere are not transferrable to the University; no grades from other institutions are computed into the student’s grade point average. Permission to take courses at another institution is granted by the dean of the student’s college. Students must obtain written permission before registering at another institution. Exceptions to this policy can be made by the student’s dean.
‡ Specific reductions in General Education hours are allowed in certain natural science and health professional fields.
† Sociology allows 12 credits in Free Area, and requires 21 credits in Area IV, Humanities.
* Psychology 105, 106, 210, ... Area II.** If a student has completed AREA III, as many as two elementary language courses and two intermediate language courses (all in the same language) may be used in AREA IV. The same provision applies for studio art courses. Students should note (see p. 99) that Elementary language courses in any language are not available to students who have taken 2 or more years of high school work in that language.
*** Area V requires 6 credits in Theology (T/RS 121-122), 6 credits in Philosophy (Phil. 120 and Phil. 210), and 6 more in either field. Business majors also require Phil. 211.
**** The number of Free Area credits for the Secondary Education majors varies from one concentration to another. Consult pages 169 through 178 for requirements.

### CREDITS

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<tr>
<td>Nat. Sci.</td>
</tr>
<tr>
<td>Math, Psych.</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Physics &amp; Env. Sci.</td>
</tr>
<tr>
<td>II. Social and Behavioral Sciences</td>
</tr>
<tr>
<td>IV. Humanities (History, English and Foreign Literature, Advanced Language**, Art History, Music)</td>
</tr>
<tr>
<td>V. Philosophy and Theology***</td>
</tr>
<tr>
<td>Philosophy</td>
</tr>
<tr>
<td>Theos/Religious Studies</td>
</tr>
<tr>
<td>Free Area****</td>
</tr>
</tbody>
</table>
FRESHMAN OPTION: GENERAL AREA STUDIES

Students not yet ready to declare a major have the option of selecting one of four General Areas of study (Humanities, Natural Science, Social Science, Business), with the particular major to be determined in consultation with the appropriate Dean’s office by the end of freshman year. Curriculum outlines for the General Areas are indicated below. Students in the General Areas of Study will participate in a Freshman Year advising seminar.

**General Area: Humanities***

<table>
<thead>
<tr>
<th>MAJOR/</th>
<th>COGNATE</th>
<th>GE AREA I</th>
<th>GE AREA II</th>
<th>GE AREA III</th>
<th>GE AREA IV</th>
<th>GE AREA V</th>
<th>PHYS EDUC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hist. 120-121, Engl. 140-164, Comm. 110-120, Lang. 211-212 or 311-312</td>
<td>Nat. Sci./Quan. Elective</td>
<td>Social/Behavior Electives</td>
<td>Communications Electives</td>
<td>Phil. 120 or TRS 121 Intro. to Phil or Theo.</td>
<td>Advising Seminar/Phys. Ed. Advising Seminar/Phys. Ed.</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>6</td>
<td>0-4</td>
<td>3</td>
<td>3</td>
<td>0-3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>0-4</td>
<td>3</td>
<td>3</td>
<td>0-3</td>
<td>1</td>
<td></td>
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<tr>
<td>Total</td>
<td>12/12</td>
<td>12/12</td>
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</tbody>
</table>

**General Area: Natural Science***

<table>
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<tr>
<th>MAJOR/</th>
<th>COGNATE</th>
<th>GE AREA I</th>
<th>GE AREA II</th>
<th>GE AREA III</th>
<th>GE AREA IV</th>
<th>GE AREA V</th>
<th>PHYS EDUC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>8½-13</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>8½-13</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>17½/17</td>
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<td>17½/17</td>
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</tbody>
</table>

**General Area: Social Science***

<table>
<thead>
<tr>
<th>MAJOR/</th>
<th>COGNATE</th>
<th>GE AREA I</th>
<th>GE AREA II</th>
<th>GE AREA III</th>
<th>GE AREA IV</th>
<th>GE AREA V</th>
<th>PHYS EDUC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>6</td>
<td>0-4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0-3</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>04</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0-3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16/16</td>
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<td>16/16</td>
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</tbody>
</table>

**General Area: Business***

<table>
<thead>
<tr>
<th>MAJOR/</th>
<th>COGNATE</th>
<th>GE AREA I</th>
<th>GE AREA II</th>
<th>GE AREA III</th>
<th>GE AREA IV</th>
<th>GE AREA V</th>
<th>PHYS EDUC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Econ. 153-154</td>
<td>Math</td>
<td>Math Option</td>
<td>Communications Electives</td>
<td>Humanities Electives</td>
<td>Phil. 120-T/RS 121 Intro to Phil-Theo.</td>
<td>Phys. Ed.</td>
</tr>
<tr>
<td>Fall</td>
<td>3</td>
<td>3/4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>3</td>
<td>3/4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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<td>16/16</td>
<td>16/16</td>
<td>16/16</td>
<td>16/16</td>
</tr>
</tbody>
</table>

* Students in General Areas of Humanities, Natural Science, and Social Science will select courses in consultation with Dr. Mary Engel, Associate Dean of CAS, and the faculty advisors in the Academic Advising Center.
** Natural Science students who select only two MAJOR/COGNATE sequences will take two Humanities courses in place of a third sequence. Students who select Phys. 140-141 must also take Math 114-221. Students who select CMPS 134-44 must also take Math 142-114.
ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Students beginning the first term of their degree/certificate program (matriculating) at the University of Scranton in the 1995-96 academic year are thereafter governed by the curricular policies stated in this catalog. Requirements governing a student’s major are those in effect at the time a major is formally declared and approved. If changes are made in subsequent editions of the catalog to either general requirements or major requirements, students may be permitted the option of following their original program or subsequent catalog version, but the University always reserves the right to determine which requirements apply.

If a student interrupts his/her education without a leave of absence, the catalog requirements in effect at the time of readmission will apply. Students on an approved leave of absence retain the same requirements they had when they matriculated, if their leaves do not extend beyond a year. In order to earn a bachelor’s degree from the University of Scranton the student must complete all the courses prescribed in the curriculum table of the major. No student will be eligible for graduation who has not removed all failures in required courses or who has not earned the necessary minimum 2.00 (C average) Grade Point Average.

Students must maintain a 2.00 GPA in the major and required cognate courses; students who do not meet this standard may be placed by their dean in a “Goal Attainment” semester (for students determined to raise the GPA and remain in the major), and “Exploratory” semester (for students wanting to explore possible new majors), or allowed to change to a new major (if the department of the new major approves the requested change). Students must either meet the standard in the original major or change to a new major within two semesters (in the case of Dexter Hanley College, within 30 credits). Students who remain in the “Goal Attainment” and/or “Exploratory” semester program for more than two semesters will be subject to dismissal by their dean.

The University of Scranton provides the opportunity for students who have completed degree requirements to graduate at one of four points throughout the academic year: Summer graduation (graduation date: August 31), Fall graduation (graduation date: December 31), Intersession graduation (graduation date: January 31), and Spring graduation (graduation date is the actual date of the Commencement exercises, published in the academic calendar at the beginning of each academic year). Commencement exercises are held once in the academic year, following the completion of spring semester. Normally students who are certified for graduation for Summer, Fall, Intersession, or Spring graduation may participate in the Commencement exercises. Certification of graduation, receipt of a degree, and permission to participate in the Commencement exercises is not automatic. Seniors expecting to complete degree requirements in time for Spring graduation must make formal application through the Registrar’s Office or Dexter Hanley College by February 15. Students who are expecting to complete degree requirements for Summer, Fall or Intersession graduation must make formal application a minimum of four weeks prior to the end of the appropriate term.

GRADING SYSTEM

Grade reports are mailed to all students at the end of each semester and these become part of the official record of the student. Freshmen receive mid-semester grades to inform them of their progress. Upperclass students receive notice at the quarter if they are “deficient” and in danger of failing the course at that time.

A, A- Excellent (outstanding and/or original work)
B+, B, B- Good
C+, C Satisfactory
C-, D+, D Passing but well below average
F Failure (below minimum acceptable standards)
W Withdrawn officially; deadline is one month before the last day of classes for the semester.
I Incomplete must be removed by mid-term of following semester.
IP In Progress must be removed by the last day of the following semester. (Normally for honors thesis classes only.)
S, P Satisfactory, Pass—not figured in Grade Point Average
U Unsatisfactory-equivalent to failure
Audit Course not taken for credit.
AUDIT: Entry of the audit grade, (AU), on a transcript assumes satisfactory attendance. The student should consult with the instructor as to what constitutes satisfactory attendance. A change to audit can be made only by passing students and before the end of the first half of a semester.

INCOMPLETE: If a course has not been completed because of illness or other serious reason, an Incomplete may be given. To remove this grade the student must satisfy all course requirements by mid-term of the following semester. Any course not completed by this time will result in a grade of F.

REPEAT OF COURSE: Special permission is not needed to repeat courses. Recording of grades for repeated courses shall be governed by the following conditions: 1) Credit for a course will be granted only once; 2) Credit for the course will be lost if the course is repeated and failed; 3) The most recent credit and grade will count toward the GPA with this exception: a “W” grade cannot replace another grade; 4) Each attempt to complete a course will be reported on the student’s transcript.

CHANGE OF GRADE: A student who believes the grade received for a course is unreasonable should first appeal the matter to the professor, whose decision is normally final. The student has the right, however, to appeal to the faculty member’s chairperson, who will make a recommendation in writing to his or her Dean. The student may request the Dean to review the matter. The decision of the Dean is final. Ordinarily, no grade change will be considered unless it has been raised to the level of the Dean’s office within one month from the time the original grade was sent to the student.

FINAL EXAMINATION CONFLICTS

1. When a student has 3 or more examinations scheduled on the same day, according to the examination schedule issued by the Registrar’s Office, it is the student’s option whether to take all 3 examinations on the same day or to have one rescheduled.

2. If the student wishes to have one of the 3 examinations rescheduled, the examination with the lowest priority will be rescheduled, based on the following order of priority:
   - Major Course – first priority
   - Cognate course – second priority
   - Elective course – third priority

3. Where a conflict exists between two courses of the same kind (e.g., two cognates or two electives), the more senior professor—in terms of years of service at the University of Scranton—will have first priority.

4. If the student wishes to reschedule a conflict examination, he/she must advise the faculty member prior to Dead Week. If an appropriate resolution cannot be reached between the student and the faculty member, the student should contact his/her dean.
COURSE NUMBERING SYSTEM

Courses appearing in this bulletin are numbered according to the system described below. The first digit of any course number indicates the level of the course; the second and third digits specify categories of courses. Levels at which courses are offered include the following:

- 100-199 introductory courses
- 200-299 lower division courses
- 300-399 upper division courses
- 400-499 advanced undergraduate courses
- 500 and above are graduate courses

In cases where no specific prerequisite is listed in the course description, courses at the 300 or 400 level assume Junior or Senior standing and appropriate background in the discipline of the course.

Categories in which courses are offered are indicated according to the following system:

- 00-09 General education courses
- 10-39 Courses which may apply either to major or general education requirements
- 40-79 Courses available for major (also minor and required cognate) credit
- 80-81 Practicum, Internship or Co-op courses
- 82-89 Honors Courses
- 90-91 Seminars
- 92 Service Learning
- 93 Research
- 94 Thesis
- 95-96 Travel courses
- 84 Independent study courses
- 92-94 Special topics credit

Labs are indicated by an L following the number of the corresponding lecture courses. Courses in the Special Jesuit Liberal Arts Program are indicated by a J following the course number; those in the Honors Program are indicated by an H following the course number.

GRADE POINT AVERAGE

A standard used in judging a student’s performance is the Grade Point Average, determined as follows:

- Each semester hour of credit with a grade of A is valued at 4 quality points; A- at 3.67 quality points; B+ at 3.33; B at 3.0; C+ at 2.33; C at 2.0; C- at 1.67; D+ at 1.33; D at 1.0. An F yields no quality points.

The Grade Point Average, commonly abbreviated GPA, is computed by dividing the total number of Quality Points earned by the total of grade point average credit hours. For example, 15 credit hours, all at C grade, would earn 30 Quality Points so a 2.0 GPA (30/15).

The total number of grade point average credit hours includes those courses with final grade F as well as A, B, etc.; CR, I, P, S, W, TC and U credit do not count toward the GPA. This Grade Point Average applies only to courses taken at the University of Scranton and is not affected by credit transferred from other colleges.

A Grade Point Average listing is made at the end of each semester. On the basis of his or her cumulative Grade Point Average, a student’s rank in class and eligibility for honors at graduation are determined.

GRADUATION HONORS

To be eligible for graduation and for honors at commencement, a student must have completed a minimum of 63 credit hours of work at the University of Scranton.

- Summa cum laude .................................................... 3.85 Grade Point Average in all subjects
- Magna cum laude ...................................................... 3.65 Grade Point Average in all subjects
- Cum laude .................................................................. 3.50 Grade Point Average in all subjects

DEANS’ LIST

To be eligible for the Deans’ List, College of Arts and Sciences, School of Management, and College of Health Education, and Human Resources students must earn 12 or more credit hours which count toward the semester GPA (credit hours of “P” and “S” grades are not counted toward this requirement). Dexter Hanley College students need to complete 6 or more credit hours which count toward the semester GPA to be eligible for the Deans’ List. Of the eligible students, those who earn a 3.50 or higher semester GPA and no grade of D, D+, F, I, NG, or U are named to the Deans’ List for that semester. Students placed on the Deans’ List will have this distinction indicated on their transcript. A student’s GPA will be recalculated when the last temporary grade (I, IP, NG) is replaced by a final grade. If this new GPA meets the above standard, the student will be placed on the Deans’ List.
PROBATION AND DISMISSAL

One semester of probation is granted to students whose cumulative GPA falls below 2.0, or who otherwise are in danger of dismissal. A second semester of probation is not automatic; a student who does not remove himself or herself from probation after one semester is subject to dismissal, unless excepted by the appropriate dean. Students who receive an F while on probation are also subject to dismissal, as is any student who incurs two F’s in one semester, or who has accumulated three F’s which have not been successfully retaken. Probationary status may be removed through adequate achievement in summer school or January intersession at the University of Scranton.

Students on Academic Probation are allowed to take no more than 14 credits (in Dexter Hanley College, no more than 12 credits) during the fall or spring semesters without explicit written approval of the appropriate Dean. Students on academic probation are ineligible for participation in extra-curricular activities without the express written approval of the moderator, the student’s academic advisor, and the student’s dean.

A student placed on academic probation for a second semester may not participate in any extra-curricular activity until such time as he/she is formally removed from academic probation.

It is University policy in the case of a student dismissed from another institution or a college of the University itself that this student will not be allowed to register for courses in any of the colleges of the University in the semester following dismissal.

If a student who has been dismissed from the University wishes to apply for readmission to the University, he/she may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the conditions which led to his/her dismissal will not present a continuing problem. If a student is dismissed a second time from the University, he/she may not apply for readmission.

ATTENDANCE POLICY

Students are expected to attend all scheduled meetings of courses in which they are enrolled. Every student is responsible for all material presented and announcements made during any class. Attendance policies for individual courses are determined by the instructor and must be promulgated in writing in the course syllabi.

PASS-FAIL OPTION

Students whose GPA is 2.67 or better may elect to take some courses on a pass-fail basis. Students choosing the pass-fail grading option for a course must file the appropriate form in the Registrar’s Office by the end of the second week of the semester (or by the second day of an intersession or Summer session course). Specifically required courses, whether in general education or a major, MAY NOT be taken on a pass-fail basis; introductory courses available only for general education credit (i.e., those numbered 101-109) MAY NOT be taken on a pass-fail basis; courses in a student’s major, minor, or cognate MAY NOT be taken on a pass-fail basis. Students may not take more than one academic course at a time on a pass-fail basis; no more than one course per year, on average (other than internships, practice, or physical education courses), during their degree programs.
READER COURSES (INDIVIDUAL STUDY)

The primary purpose of a reader course is to enable a University of Scranton student to pursue a course of study not otherwise offered during the term the reader is taken. Readers may NOT ordinarily be used to fulfill general education requirements. Students may take no more than one reader per term, nor more than one reader per year, on average, during the course of their degree programs. Readers are to be taken for the same number of credits as are granted similar courses in the discipline in which the reader is offered. Readers may not ordinarily be used to repeat failed courses. Exceptions to these policies must be approved by the dean of the student’s college and by the dean of the school offering the course.

DROPPING AND ADDING CLASSES

Registered students may request their dean’s permission to add classes until the last day for a 100% tuition refund. The last day to add classes and for a 100% tuition refund is usually the tenth calendar day from the first day of classes for a semester and the second calendar day from the first day of classes for intersession or summer session. (See the University Calendar, inside front cover of this catalog.)

Students who wish to drop one or more classes, but who plan to continue attendance in at least one other class during the term, need to secure their dean’s permission to drop classes. Classes may be dropped until the last day for a tuition refund of any amount. (See Schedule of Refunds, p. 241.) The last day to drop courses is usually the thirty-first calendar day of a semester and the fourth calendar day of intersession and summer session. (See University calendar, inside front cover of this catalog.) A drop is treated as if the student never registered for the course.

WITHDRAWAL FROM A COURSE

A student wishing to withdraw from a course should first discuss the matter with the instructor. Withdrawal always entails financial loss. After the partial tuition refund period ends, dropped courses will be recorded on a student’s academic record with a “W.” Students who wish to withdraw from one or more courses, but who plan to continue to attend at least one course for the term, need to secure the teacher’s signature(s) of any dropped course and the student’s dean’s approval.

Those students who wish to drop their last course(s) must complete the Withdrawal/Leave of Absence Form. The completed form must be taken to the Office of the Registrar or to Dexter Hanley College (D.H.C. students). Failure to withdraw from a course(s) may result in a failing grade(s).

The deadline for course withdrawal is indicated on the University academic calendar. This deadline is approximately 30 days before the last class day for the semester and a proportionate period of time for a short session.
WITHDRAWAL FROM THE UNIVERSITY

Students wishing to drop or withdraw from their last course(s), thereby discontinuing their enrollment, must secure their dean’s permission to withdraw from the University. Students should also discuss any questions with their advisor(s) or department chairperson. The form for withdrawal may be obtained in the Registrar’s Office, the Dexter Hanley College office, the Academic Advising Centers, or the Academic Department Chairperson’s Offices. University withdrawal is not official until all signatures required on the Withdrawal/Leave of Absence Form have been obtained and the form is delivered to the Registrar’s Office or Dexter Hanley College (D.H.C. students).

Any tuition refund will be determined by the official date of University withdrawal. No grades will be recorded on the student’s academic record, if the official University withdrawal date is on or before the last day for 25% tuition refund. “W’s” will be recorded for course work if the official University withdrawal date coincides with the course withdrawal period. Final grades will be recorded for course work, if the official withdrawal date is after the course withdrawal period for the term.

A student who fails to enroll for a semester and has not arranged for a leave of absence, must apply for readmission to the University and if accepted, will need to satisfy the catalog requirements in effect at the time or readmission.

LEAVE OF ABSENCE

Students may request their dean’s approval for a leave of absence by completing the Withdrawal/Leave of Absence Form. Graduation requirements in effect for the students at the time the leave begins will remain in effect for those students when enrollment is resumed at the end of the leave on the following conditions:

* students on a leave of absence may not take coursework at another institution without first securing written approval from their dean;
* the leave is limited to one semester, but may be renewed for one additional semester by the student’s dean (documentation may be requested by student’s dean);
* ordinarily the students must be in good academic and disciplinary standing at the University when the leave begins;
* students on leave must place their address and phone number on file in the Registrar’s Office and promptly report any address/phone number changes to that office or Dexter Hanley College (D.H.C. students);
* it is understood that this policy does not bind the University to offer the students’ curricula or major programs which may have been discontinued or substantially altered during their leave of absence.

GENERAL REGULATIONS

Ordinarily, all entering students - both freshmen and transfer students - are held to the requirements in the catalog of the year in which they enter.

The University reserves the right to change any of the rules and regulations in this catalog. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already matriculated in the University. However, curricular changes shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate body. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, department, or program shall inform students affected by the change. Application of policies, rules, and requirements, including changes thereto, may be appealed to the dean of the student’s college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself contrary to the standards of the University. These standards (particularly in the area of Academic Integrity), are given clear expression in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, the right to change tuition and fees charges, and the right to change the semester schedule of courses.
HONOR SOCIETIES

Those National Honor Societies which are represented in the University of Scranton are listed below in order of the foundation of the local chapters. An asterisk (*) after the name indicates that this National Honor Society is a member of the Association of College Honor Societies.

ALPHA SIGMA NU*

The National Jesuit Honor Society founded in 1915 with chapters in 28 Jesuit universities throughout the United States. The Scranton chapter was founded in 1943, the oldest Honor Society in the University. It is the only Honor Society open to students and faculty in all disciplines and all colleges of the University. Its admission standards are the most rigorous. The Greek letters signify adelphotes skolastikon nikephoron - brotherhood of honor students. Juniors and Seniors who have distinguished themselves in scholarship, loyalty and service are eligible for membership. Appointment is made by the President of the University on the recommendation of the moderator and nomination by chapter members of the Society. From 1982-1985, Dr. William Parente, Professor of History and Political Science, served as national president of the 20,000 member organization.

The Society annually presents the Alpha Sigma Nu University award for teaching. The recipients of the Award:

1969 Prof. Lawrence Mann †
1970 Prof. Frank Brown †
1971 Prof. Thomas Garrett
1972 Prof. Michael DeMichele
1973 Prof. Bernard Williams
1974 Rev. Bernard Suppe, S.J.
1975 Rev. Edward Gannon, S.J. †
1976 Prof. Robert A. Sallavanti
1977 Prof. John P. McLean
1978 Prof. Charles J. Thoman
1979 Prof. Urban von Wahlde
1980 Prof. J. Brian Benestad
1982 Prof. Harold Baillie
1983 Prof. E. Springs Steele
1984 Prof. John Earl
1985 Prof. Michael C. Cann
1986 Prof. Joseph T. Evans
1987 Prof. Richard Klonoski
1989 Prof. Stephen Whittaker
1990 Prof. Brian W. Carpenter
1991 Prof. Susan Mathews
1992 Prof. Willis M. Conover
1993 Prof. Robert L. McKeage
1994 Prof. Robert E. Hueston
1995 Prof. Gary E. Mattingly

PHI ALPHA THETA*

International Honor Society in History founded in 1921. Basic requirements: 12 credits in History; Grade Point Average of 3.33 in History and overall ranking in top 35% of class. The mu rho chapter was established at the University in 1967.

DELTA MU DELTA*

National Honor Society in Business founded in 1913. Basic requirements: ranking in the top 10% of the class with a major in Business or Accounting. The local omega chapter was established in 1968-69.
SIGMA PI SIGMA*
National Honor Society in Physics for undergraduate and graduate students founded in 1921. Its chapters are restricted to colleges and universities of recognized standing which offer a strong physics major. The local chapter was founded in February 1969.

OMICRON DELTA EPSILON*
National Honor Society in Economics. Basic requirements: 12 credit hours in Economics with an overall GPA of 3.0 and a 3.0 average in Economics. The local xi chapter of Pennsylvania was founded in May 1969.

PSI CHI*
National Honor Society in Psychology, founded in 1931. This organization has established chapters in 843 colleges and universities in all 50 states. The local chapter was installed in May 1969. Minimum qualifications include a major or minor in psychology, rank in the top 35th percentile in general scholarship, and superior scholarship in psychology.

PHI DELTA KAPPA
International professional fraternity for men and women in education. Membership is limited to graduate students and teachers. Local chapter founded in 1970.

PI GAMMA MU*
International Honor Society in Social Science. Founded in 1924 to improve scholarship in the social sciences and to encourage inter-disciplinary study. Basic requirements: at least 60 hours of academic work, an overall GPA of at least 3.25, with at least 21 hours in the disciplines of economics, psychology, sociology, political science, and/or history with a GPA of at least 3.33.

ALPHA SIGMA LAMBDA
National Honor Society to encourage scholarship and leadership among adult students in continuing higher education. The alpha upsilon chapter was installed here in 1972.

ETA SIGMA PHI
National Honor Society for students of Classical Languages. The Scranton epsilon gamma chapter was founded in November 1972.

PI MU EPSILON
National Honor Society for Mathematics Majors in Junior or Senior year with a general Grade Point Average of 3.0 and a 3.0 average in Mathematics. The local Pennsylvania mu chapter was installed in February 1973.

ALPHA MU GAMMA
National Honor Society for students of Foreign Languages. Founded in 1931. The Greek letters signify amphi mouse glosson: for the muse of languages. The Scranton chapter of theta iota was installed in May 1973.

DELTA SIGMA RHO-TAU KAPPA ALPHA*
National Honor Society in Forensics. Founded in 1963 through merger of societies founded in 1906 and 1908 respectively. The local chapter began in 1975.

DELTA TAU KAPPA
International Social Science Honor Society founded in 1961 is dedicated to high scholastic achievement. The Pennsylvania beta chapter was installed at the University of Scranton in October 1975. Requirement: GPA of 3.5 and 20 credits in social science.

PHI LAMBDA UPSILON
National Honorary Chemical Society established in 1899. The Scranton beta kappa chapter, one of 60 chapters nationwide, was installed in October 1975. For students with 24 credits in chemistry and a 3.0 GPA.

ALPHA EPSILON DELTA*
The National Premedical Honor Society founded in 1926. The Pennsylvania iota chapter was installed at the University in May 1976.
THETA ALPHA KAPPA
National Honor Society in Theology and Religious Studies founded in 1976 at Manhattan College. The University of Scranton alpha nu chapter was installed on April 4, 1980. Twelve credits in theology with a 3.5 GPA are needed for membership.

SIGMA TAU DELTA*
National Honor Society in English founded in 1924, this organization is for students who major or minor in English with a GPA of 3.5 in English and 3.4 overall. The local mu omicron chapter first met on April 30, 1980.

ALPHA EPSILON ALPHA
An honor society founded April 30, 1980 at the University of Scranton to recognize scholarship in the general field of communications. For communication majors with a 3.3 GPA.

ALPHA KAPPA DELTA*
International Honor Society for sociology students founded in 1920. Requirements include 18 credits in sociology with a GPA of 3.0 overall and in sociology. The Pennsylvania upsilon chapter was founded here on May 8, 1980.

SIGMA XI
International Honor Society in Scientific Research founded in 1886. The local club was chartered in 1968 and has been authorized since 1979 to induct as associate members undergraduate or graduate students showing outstanding promise in original research.

PI SIGMA ALPHA*
National Honor Society in political science founded in 1920. The kappa iota chapter at the University of Scranton was installed on May 9, 1980. Membership limited to students with at least 10 credits in political science, a GPA of at least 3.0 in these courses, and overall rank in the upper third of the class.

ALPHA PHI SIGMA*
The National Criminal Justice Honor Society founded in 1942. Our local epsilon zeta chapter was installed in May, 1982. Basic requirements: 18 credits in criminal justice; an overall GPA of 3.2; a 3.2 GPA in Criminal Justice.

PHI SIGMA TAU*
National Honor Society for students of philosophy. The Pennsylvania tau chapter was installed in May, 1982.

UPSILON PI EPSILON
National Computer Science Honor Society. The local gamma chapter was chartered in the spring of 1985.

SIGMA THETA TAU*
International Honor Society of Nursing was founded in 1922 and is a prestigious organization of nurse leaders, scholars, and researchers. Requirements: completion of one half of the curriculum, demonstrated ability in nursing, a GPA of 3.0, and in the upper one-third of class. Our Iota Omega Chapter was chartered in April, 1988.

BETA BETA BETA
National Honor Society for Biology founded in 1922. The Scranton Chapter established in 1994 is one of 372 chapters nationwide. The society encourages undergraduate biological research through presentations at conventions, publication in the journal BIOS, and research/travel grants. Associate member: anyone interested in biology. Regular member: Junior or senior with 3.0 average in at least 3 biology courses (1 upper level) and in good academic standing at the university.

OMEGA BETA SIGMA
The Business Honor Society for women founded at the University of Scranton in 1982. Basic requirements: at least sophomore standing and business as a major or minor and a GPA of 3.25.
SPECIAL PROGRAMS

SPECIAL JESUIT LIBERAL ARTS PROGRAM

The University’s SJLA Program, available by invitation to incoming freshmen, provides an alternate way of fulfilling a student’s General Education requirements. Students not selected initially may apply for admission as second semester freshmen or as sophomores. Courses for SJLA program participants, who are drawn from all different majors, attempt to foster the following skills which our graduates have found particularly useful in law, medicine, business, and graduate school:

1. An understanding of key achievements in the literature, history, philosophy, theology and science of our Western classical and Christian heritage.
2. An ability to apply logical, systematic, and critical reflection on any given intellectual problem.
3. An understanding of and sensitivity toward the contemporary problems of our day.
4. An outstanding ability to communicate clearly and persuasively one’s ideas through both the spoken and written word (what Jesuits have historically referred to as “eloquencia perfecta”).

Students are expected to become involved in the extracurricular and service activities on campus if they wish to remain in SJLA. Many participants also take advantage of the opportunities for foreign study, for earning a double major in philosophy, and for joining the Honors Program if invited during their sophomore year. Above all, participants are expected to seek out and interact with the professors and other students in this community of learning, which is under the direction of Rev. Ronald H. McKinney, S.J.

Dept. and No. Fall Semester Credits Spring Semester Credits
FRESHMAN

Major/Cognate 6-9 6-9
Foreign Language Modern or Classical 3 3
Phil 1203-2100 Intro to Philosophy Ethics 3 3
T/RS 121J-Comm 100J Theology I Public Speaking 3 3
Phys. Educ. Physical Education Physical Education 1 1

SOPHOMORE

Major/Cognate 9-12 9-12
T/RS 122J-Elective Theology II Elective 3 3
Phil. 217J-311J The Trivium Metaphysics 3 3
Phys. Educ. Physical Education Physical Education 1 1

JUNIOR

Major/Cognate 9 9
T/RS 231J-Elective Social Ethics Elective 3 3
Hum 311J-312J Masterworks I Masterworks II 3 3
Elective-Phil. 322J Elective Philosophy of Conscience 3 3

SENIOR

Major Major 6 6
Electives Elective Elective 3 3
Phil 412J-413J Art and Metaphysics The End of Philosophy 3 3
T/RS 319J-Elective Theological Topics Elective 3 3

TOTAL: 130-145 credits, Depending on major

PHIL 120J Fr. McKinney
Introduction to Philosophy 3 credits
The aim of this course is to awaken in the student an appreciation of the nature and method of philosophical inquiry through an examination of key texts which grapple with the central questions that have arisen in the history of philosophy.

PHIL 210J Dr. Klonoski
Ethics 3 credits
Through the presentation of a select history of moral philosophy, students are introduced to the philosophical discipline of ethics. Original texts of such thinkers as Plato, Aristotle, Epicurus, Epictetus, St. Augustine, Hobbes, Kant, Mill, and Nietzsche are enlisted to explore the most fundamental question in ethics, “What is the good life?”

PHIL 311J Dr. Baillie
Metaphysics 3 credits
A textual inquiry into the adequacy of philosophical responses to the fundamental question, “What is?” Special attention will be given to Aristotle, Hume, Kant, and Nietzsche.

PHIL 217J Dr. Whittaker
The Trivium 3 credits
Via numerous writing projects and the analysis of select philosophical texts, this practicum in grammar, logic, and rhetoric will encourage the student to connect the basic elements of reason, discourse, and persuasion.
PHIL 322J  Dr. Black
Philosophy of Conscience 3 credits
Studies the role of conscience in moral judgement and considers its metaphorical, narrative, and ironi-
cic elements. Explores the difference between clari-
ty and community, truth and wisdom, mind and
person, principle and prudence as we study possi-
ble links between conscience, reason, eros, imagi-
nation, and education in some of the works of
Plato, Kant, Marx, Vico, and St. Augustine.

PHIL 412J  Dr. Casey
Art and Metaphysics 3 credits
A rigorous exploration of 1) the end of meta-
physics as it plays itself out in modern science and
technology, and 2) the significance of art as a way
of overcoming the nihilism inherent in this end.
Contemporary works of imaginative literature as
well as of philosophy will be read as means to
reflect critically on the post-modern condition of
nihilism. Special attention will be given to the
thought of Martin Heidegger and Hannah Arendt.

PHIL 413J  Dr. Rowe
The End of Philosophy 3 credits
The purpose of this course is to draw together into
a meaningful whole the materials studied in SJLA
philosophy courses so far. The course concerns the
end of philosophy in two senses: First, the
course will seek to evoke a sense of the purpose of
philosophy not only within the academy, but in
public life, in personal development, and even in
the evolution of Western and World culture.
Second, the course will raise the question of phi-
losophy’s alleged “completion,” “exhaustion,” or
“destruction” as discussed by certain twentieth
century philosophers.

T/RS 121J  Dr. Steele
Theology I 3 credits
This introduction focuses on Bible and Tradition,
studying key books and themes of the Old and
New Testaments, as well as major developments in
early Christian thought.

T/RS 122J  Dr. Mathews
Theology II 3 credits
This course focuses on the Christian Creed and
Way of Life. The foundations of Christian doctrine
and fundamental moral principles will be studied
through the examination of major theological
texts. Emphasis will be placed on a critical under-
standing of Tradition.

T/RS 231J  Dr. Benestad
Social Ethics 3 credits
This course will prepare students to recognize ethi-
cic dimensions of political, economic, and social
issues through the study of classic works of politi-
cal theory and contemporary writings on such
issues as morality, foreign policy, and economic
justice.

T/RS 319J  Staff
Theological Topics 3 credits
This SJLA senior capstone seminar will treat a
number of theological issues of mutual interest to
the students and designated professor.

HUM 311J-312J  Prof. J. Benestad/Fr. McKinney
Masterworks I-II 6 credits
In this team-taught, year-long seminar, students
will read some of the great classics of world litera-
ture, learn how to facilitate their own discussions,
write a comparative analytic paper, and be orally
examined by a host of volunteer professors.

COMM 100J  Dr. Germeroth
Public Speaking 3 credits
This is a performance class which emphasizes the
theory, composition, delivery, and criticism of
speeches.

Electives & Exemptions: The six electives
(beyond the two-semester language requirement)
are intended to be negotiated with the Director by
students to ensure that deficiencies in their curricu-
num are addressed, e.g., humanities majors will be
encouraged to take some math and/or natural and
social science courses. Most will probably take a
philosophy elective and some history electives or
place an A.P. course here that does not fit into their
cognate. There are always exemptions made
to ensure that everyone takes at least 130 credits
but no more than a credit-heavy major requires.
Special exemptions may also be possible for those
participating in foreign study, in Honors, or in a
difficult double major or minor.

SJLA students are eligible to apply for the
Christopher Jason Perfilio Memorial Scholarships
awarded each year beginning in 1995.
HONORS PROGRAM

The Honors Program at the University of Scranton concentrates on directed independent work for selected students who desire greater depth and breadth in their education. The Honors curriculum is designed to fit into existing University course requirements and to support students as they move into increasingly independent work. The sophomore courses, open only to Honors students, enable them to meet a University general education requirement on a more advanced level.

Junior Honors students take tutorials both in and out of their major. A tutorial is an exploration of a topic on an individually directed basis; the student meets with a faculty mentor weekly throughout the semester. Each Honors student must take three tutorials, at least one in the major and one out of the major or in the second major. The student may take a fourth and fifth tutorial. These tutorials count toward major, minor, cognate, or general education requirements.

In the Honors seminars a small group of Honors students meet weekly with the Director and Assistant Director for student-led discussions. The junior seminar is based on an interdisciplinary reading list; the senior seminar is based on the senior Honors projects. Since these seminars are over and above ordinary graduation requirements, there is no tuition charge for them.

Senior Honors students do a year-long project in their major, working under the guidance of a professor to explore a specialized topic, either academic or professional in nature. Upon completion, the project is defended before a board of three faculty members who judge whether it is of Honors caliber.

There is no extra charge for Honors work. In addition, in their final semester Honors students can receive a scholarship for up to two courses, provided they are over and above graduation requirements.

ADMISSION TO THE HONORS PROGRAM

Applications are accepted every fall from those students who have at least eighteen hours of college credit and who expect to graduate after three more years of work at the University. Applicants must ordinarily have at least a 3.3 GPA; a minimum of a 3.5 GPA (cum laude) is required for graduation in the Program. The number of spaces in the program is limited, and admission is based on the applicant’s high school and college records, SAT scores, recommendations, application, and interviews. For further information contact Dr. Ellen Casey, Director of the Honors Program.

SCHEDULE

<table>
<thead>
<tr>
<th>Sophomore Year:</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Application</td>
<td>Hum. 286H or NS 286H</td>
<td></td>
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<tr>
<td>1 or 2 tutorials</td>
<td>1 or 2 tutorials</td>
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<tr>
<td>Senior Year:</td>
<td>Honors Project</td>
<td>Honors Project</td>
</tr>
<tr>
<td>Honr. 387H: Senior Honors Seminar</td>
<td>Defense of Project</td>
<td></td>
</tr>
</tbody>
</table>

HUM 286H
Victorian Studies
This course uses literature to explore 19th century British social and intellectual history. Focusing on the period from 1832-1901, it examines Victorian attitudes toward industrialization, religion, art, and sexuality. (Area IV)

NSCI 286H
Elements of Natural Science
This course presents an overview of the methods of the natural sciences. The applications of these methods in the solution of historical and modern problems will be discussed. Possible topics include: atmospheric and oceanic chemistry, relativity, quantum theory and chaos. (Area I)

Honr. 387H
Junior Honors Seminar
Student-led discussions of contemporary non-fictional works chosen for their variety and their importance.

No Honors Program coursework may be taken on a Pass-Fail Basis.
EASTERN CHRISTIAN STUDIES (ECS)
RUSSIAN AND EAST EUROPEAN STUDIES (REES)
SR. JOAN L. ROCCASALVO, C.S.J., Coordinator

The Center for Eastern Christian Studies offers two areas of study, Eastern Christian Studies and Russian/ East European Studies. As our century draws to a close, a deeper understanding of other cultures has become a necessity in order to strengthen America’s performance as a leader in global affairs. Ignorance of world cultures, especially of the Christian East, Russia and East Europe can weaken our future. ECS and REES address this concern.

1. Eastern Christian Studies (ECS) links the legacy of the past to the present. ECS focuses on the traditions of the Byzantine, Slav, and Near East worlds and their contributions to contemporary society.

2. Russian and East European Studies (REES) focuses on the present and the future, i.e., historical, political, and cultural issues in Russia, Ukraine, Poland, the Baltic countries, the Czech and Slovak Republics, and Hungary. Courses examine the interrelationship of contemporary issues as they affect these countries.

In addition to their major, students electing ECS or REES enjoy the opportunity for studies which include history, political science, language, literature, art, religion, and music.

Students may choose either concentration but may not pursue both. ECS and REES are available to students:
(a) with ethnic or national backgrounds included in ECS or REES.
(b) with academic and professional interest in these cultures.

ECS and REES blend the values of Ignatian humanism with professional and career goals. The Ignatian theme “Men and Women for Others” stands as the centerpiece of these programs.

EASTERN CHRISTIAN STUDIES
(21 credits)

Required: 6 credits from Category I and 15 credits from Category II

Category I. Two courses (6 credits)
ECS 110 Biography as Culture (IV)
ECS/REES 335 Senior Seminar in ECS/REES (IV)

Category II. Select five courses (15 credits) from the following:

CHURCH
T/RS 225 Intro. to Theology of the Eastern Churches (V)
T/RS 226 Intro. to Eastern Liturgies (V)
T/RS 325 Eastern Christian Spirituality (V)

STATE
HIST 225 Imperial Russia (IV)
HIST 228 Ancient History I (IV)
HIST 229 Ancient History II (IV)
HIST 319 Byzantine Civilization I (IV)
HIST 320 Byzantine Civilization II (IV)

CULTURE
GREEK 113 New Testament Greek I (III or IV)
GREEK 114 New Testament Greek II (III or IV)
LAT 111/112 Elementary Latin I & II (III or IV)
LAT 207 Roots of Latin in English (III or IV)
LAT 211/212 Intermediate Latin I & II (III or IV)
LAT 311/312 Readings in Latin Literature I & II (III or IV)
ART 203 Early Christian & Byzantine Art (IV)
MUS 123 Russian and East European Music (IV)
REES 225 Russian and East European Culture (IV)

CONCENTRATION: 21 CREDITS
Students may interchange one REES course for an ECS course and vice-versa with the written approval of the coordinator.
RUSSIAN AND EAST EUROPEAN STUDIES  
(21 credits)

Required: 6 credits from Category I and 15 credits from Category II

**Category I: Two courses (6 credits)**

<table>
<thead>
<tr>
<th>REES 140</th>
<th>Russian and East European Culture (IV)</th>
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</thead>
<tbody>
<tr>
<td>ECS/REES 325</td>
<td>Senior Seminar in ECS/REES (IV)</td>
</tr>
</tbody>
</table>

**Category II: Select five courses (15 credits) from the following:**

**CHURCH**

<table>
<thead>
<tr>
<th>T/RS 225</th>
<th>Intro. to Theology of the Eastern Churches (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/RS 226</td>
<td>Intro to Eastern Liturgies (V)</td>
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</table>

**STATE**

<table>
<thead>
<tr>
<th>GEOG 134</th>
<th>World Regional Geography (II)</th>
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</thead>
<tbody>
<tr>
<td>HIST 225</td>
<td>Imperial Russia (IV)</td>
</tr>
<tr>
<td>H/PS 227</td>
<td>Soviet Foreign Policy (IV)</td>
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</tbody>
</table>

**CULTURE**

<table>
<thead>
<tr>
<th>MUS 123</th>
<th>Russian and East European Music (IV)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 205</td>
<td>The Icon in Russian and East European Art (IV)</td>
</tr>
</tbody>
</table>

**Concentration: 21 credits**

**ECS 110**

Biography as Culture  
(Formerly ECS 101, this course is required of all students in the ECS program.) A chronological study of prominent men and women who helped shape the legacies of the Byzantine, Slav, and Near East cultures. Includes emperors and empresses, painters, architects, musicians, saints, deacons and deaconesses. (GE IV)

**REES 140**

Russian and East European Culture  
(A top-ical study of Russia and East Europe. Included among the lectures are the following: cultural history, literature, art, religious thought, music, and the role of the Society of Jesus in Russia and East Europe.)

**REES 225**

Russian and East European Literature  
(Required of all students in REES program) A focus on theory, image and artistic style in the making of the icon in Russia and East Europe. Among the authors to be read and discussed are Reymont, Sienkiewicz, Lem, Capek, Ionesco, Tolstoy, Dostoyevski and Chekhov.

**ECS/REES 335**

Senior Seminar in REES  
(Required of all students in ECS/REES program) A summarizing of the ECS/REES concentration in advanced-level discussions on the part of the students. Students will engage in the following: (a) identify one problem related to ECS/REES, (b) choose a methodology suited to the problem, (c) after intense research and analysis, choose a topic approved by the staff and prepare a project or paper approved by the staff. Some projects or papers might lend themselves to publication. Course available only to seniors in ECS/REES.

**PHIL 219**

Russian Philosophy  
(Required of all students in REES program) A study of the evolution of Russian philosophical thought. The offering will concentrate on a few key nineteenth and twentieth-century authors and will also highlight several grand themes dear to Russian philosophers, including integral knowledge, the philosophy of history, Godmanhood and Sophia. Consideration will be afforded both religious and non-religious thinkers.

**ARTH 205**

The Icon in Russian and East European Art  
(Formerly ECS 101, this course is required of all students in ECS program.) A chronological study of prominent men and women who helped shape the legacies of the Byzantine, Slav, and Near East cultures. Includes emperors and empresses, painters, architects, musicians, saints, deacons and deaconesses. (GE IV)

<table>
<thead>
<tr>
<th>T/RS 325</th>
<th>Eastern Christian Spirituality (V)</th>
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</thead>
<tbody>
<tr>
<td>PHIL 219</td>
<td>Russian Philosophy (V)</td>
</tr>
</tbody>
</table>

**RUSS 101/102**

Elementary Russian (III)

**RUSS 211/212**

Intermediate Russian (III)

Tours are available to students who cannot fit courses into their schedule.
HUMAN DEVELOPMENT

DR. BUCHANAN, Director

This program offers all students, especially those majoring in the behavioral and social sciences, the opportunity to develop a multidisciplinary focus in human development. The academic aims of the concentration are to provide an understanding of: (1) both normal and exceptional development of humans as biological and psychological organisms; (2) the relationship between individuals and family/social environment; and (3) the means to enhance human development, including a field experience in a human development agency.

The 30-credit Human Development concentration is administered by an interdisciplinary board of full-time faculty from the Psychology, Sociology, and Human Resource departments. Students interested in careers and graduate programs in human development should contact the concentration director for more information on course choices and integrating the concentration with various majors. Students who complete this concentration will have the achievement noted on their transcripts.

The Human Development concentration requires the following:

1) Childhood & Adolescence (Psych. 221)
2) Adulthood & Aging (Psych. 222) or Introduction to Gerontology (Gero. 110)
3) Abnormal Psychology (Psych. 225)
4) Case Management & Interviewing (HS 241)
5) Clinical Psychology (Psych. 360) or Counseling Theories (HS 242) or Introduction to Social Work (Soc. 115)
6) Anatomy & Physiology (Bio. 201) or ABC’s of Genetics (Bio. 202) or Behavioral Neuroscience (Psych. 231) or General Biological Science (Bio. 101-102)
7) Three of the following courses with at least one course from the cultural diversity group of: Cultural Anthropology (Soc. 234), American Minority Groups (Soc. 224), Marriage and the Family (Soc. 210), Exceptional Child (HD 335), Family Development (HD 224), Multiculturalism in Human Services (HS333), Psychology of Women (Psych. 237), or Juvenile Delinquency (S/CJ 214), and at least one course from the applied skills group of: Educational Psychology Educ. 222, Early Childhood Education (Educ. 140), Child Welfare (Soc. 118), Group Dynamics (HS 341), Psychiatric Rehabilitation (HS 323), Marital and Family Therapy (HD 234), Marital and Family Counseling (HS 334), or Behavior Modification (Psych. 284).
8) Field Experience in Clinical Psychology (Psych. 480) or Internship in Human Services (HS 380) or Internship in Social Work (Soc. 480)

HUMAN DEVELOPMENT COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Prerequisites</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 224</td>
<td>Family Development</td>
<td>3</td>
<td>Dr. Buchanan</td>
<td>PSYCH 110</td>
<td>This course will explore the reciprocal interactions among children and parents as related to the development of all individuals in the family. Topics to be covered include the roles of family members, parenthood and marriage, parenting at specific developmental stages, families with single parents, families with exceptional children, and child abuse.</td>
</tr>
<tr>
<td>HD 234</td>
<td>Marital and Family Therapy</td>
<td>3</td>
<td>Dr. Norcross</td>
<td>Psych 110, recommended: Psych 225</td>
<td>An introduction to the theory, research, and practice of couples counseling and joint family therapy. Topics include family dysfunctions, assessment methods, treatment approaches, innovative techniques, and research findings. (Also listed as HS 234.)</td>
</tr>
<tr>
<td>HD 335</td>
<td>Exceptional Child</td>
<td>3</td>
<td>Staff</td>
<td>Psych 110, Psych 225</td>
<td>This course will consider atypical social, emotional, and mental development during childhood and adolescence. Topics include mental retardation, intellectual giftedness, learning disabilities, psychopathology of childhood and adolescence, and conduct disorders.</td>
</tr>
</tbody>
</table>
PEACE AND JUSTICE STUDIES PROGRAM
PROF. STEPHEN CASEY, Coordinator

The Peace and Justice Studies program seeks to contribute to the student’s understanding of current social and economic issues and the psychological and political barriers to peace. The program’s class activities, conferences and interdisciplinary research will strive to stimulate reflection on global and national peace and justice issues, and thereby, suggest solutions to some of the problems which hinder the establishment of peaceful and just societies.

A Peace and Justice concentration will be an attractive complement to the academic programs of students who are planning careers in law, international relations, human services, ministry and teaching — to name only a few. It will also be attractive to all students who have a personal interest in the problems of peace and justice, regardless of their individual career goals.

The program offers a multi-disciplinary concentration of courses, eight (24 credits) of which are to be taken by the student in order to have “Peace and Justice Concentration” added to the transcript. It is open to majors from the four undergraduate schools of the University, and courses may be taken as part of the Cognate requirement (with permission of the Chairperson of the major) or as part of the General Education requirements.

Courses currently offered which would fit into this concentration are listed below:

A. Theology requirements: (any two of the following:)

Church and Contemporary Social Issues (T/RS 326)
Social Ethics (T/RS 231)
John Paul II and Catholic Social Thought (T/RS 232)
Politics: A Christian Perspective (T/RS 237)
Faith and Justice (T/RS 236)
Twentieth Century Peacemakers (T/RS 234)
God and the Earth (T/RS 316)
Jesus and the Moral Life (T/RS 338)
Wealth and Poverty in the Biblical Tradition (T/RS 328)

B. Electives: (any five courses listed below can be counted; others may be included with approval from the program coordinator)

Science and Society (Chem 104)  
Science and the Human Environment (NSCI 201)  
Responsibility in Communication (Comm 220)  
The Bill of Rights and Criminal Justice (SCJ 314)  
Lecture of Social Protest (Span 435)  
World Politics (H/PS 214)  
Gender and the Workforce (H/PS 216)  
Ethnic and Racial Minorities in Northeastern Pennsylvania (H/PS 224)  
The Third World (H/PS 238)  
Geopolitics (PS 213)  
Global Peace and War (PS 215)  
Women, Politics, and Policy (PS 227)  

C. Integrative Capstone Course: (required in Jr./Sr. year)

Toward a Just and Peaceful World (T/JP 310)  

This course will reflect on the various issues and problems raised by peace and justice study. It will consider the relationship of religion, moral philosophy and the social/political concerns embraced in the quest for a human world order. Faculty from several disciplines will make presentations. Each student will write a paper from the perspective of his/her major area of concentration.

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WOMEN’S STUDIES CONCENTRATION
DR. MEAGHER, Director

The Women’s Studies concentration consists of both interdisciplinary and single-discipline courses which examine women’s experiences and the ways gender-related issues affect human lives and cultures. Faculty and students analyze the ways gender roles and images, and assumptions about gender, are reflected in art, business, literature, law, philosophy, public policy, religion, language, history, the sciences, and their own lives. At the same time many Women’s Studies courses will address issues of race, class, ethnicity, and age which intersect with gender-related issues.

Women’s Studies seeks to promote critical thinking, intellectual growth, and a self-awareness useful to all students. It is an attractive academic supplement to the programs of students planning careers in government, law, business, human service, ministry, and teaching — to name but a few.

Courses for the Women’s Studies Concentration are drawn from all the colleges at the University and are open to students in all majors. The concentration consists of six courses including the required core course, Phil. 218, Feminism: Theory and Practice. The remaining five courses are chosen across several departments by the student from cross-listed courses approved by the Women’s Studies Committee. Many of the cross-listed women’s studies courses also fulfill major, minor, cognate and/or general education requirements.

Students may seek permission from the Women’s Studies Committee to take no more than one reader for women’s studies credit, subject to the usual rules governing readers. Students may also petition to substitute no more than one course not cross-listed with women’s studies, if the course has sufficient women’s studies content and the student is able to do a significant project/assignment on a women’s studies topic.

Women’s Studies courses (a) focus on women’s experiences in history, society, and culture, and examine their reactions to such experiences, (b) examine institutional structures/modes of authority/analyses of power, especially considering their implications for women, and (c) incorporate one or more feminist analyses/scholarly works (recognizing that there are multiple, and even conflicting, feminist perspectives).

WOMEN’S STUDIES COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 225</td>
<td>Writing Women</td>
<td>Phil 218: Feminism: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>Engl 227</td>
<td>Frankenstein’s Forebears</td>
<td>Phil 231: Philosophy of Women</td>
<td></td>
</tr>
<tr>
<td>Engl 317</td>
<td>Race in Anglo-American Culture, 600-2860</td>
<td>Phil 326: Advanced Topics in Feminist Theory</td>
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<td>*Fren 430</td>
<td>French Women Writers</td>
<td>PS 227: Women, Politics, and Society</td>
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<td>Hist 238</td>
<td>History of American Women II</td>
<td>Psych 237: Psychology of Women</td>
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<td>Hist 239</td>
<td>History of American Women II</td>
<td>*Span 430: Hispanic Women Writers</td>
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<td>H/PS 216</td>
<td>Gender and the Work Force</td>
<td>T/R S 315: Women in Christianity</td>
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<td>Lit 207</td>
<td>Literature of American Minorities</td>
<td>T/R S 319: Women’s Spiritual/Autobiographical Writings</td>
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<td>Mgt 472</td>
<td>Women in Management</td>
<td>WOMN 429: Special Topics</td>
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<td>Nurs 111</td>
<td>Women’s Health</td>
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*taught in the original language: see departmental descriptions for prerequisites
CATHOLIC STUDIES PROGRAM
DR. MATHEWS, Director

The Catholic Studies Program seeks to provide every student with the opportunity to engage the Catholic Tradition in a deeper and broader way than the typical course of studies can provide. Accordingly, this program casts a wider net over what the Catholic Tradition and heritage are and how they interface with human endeavor. Catholic Studies is a specialization built around a multi-disciplinary core that provides a systematic way of integrating the many facets of Catholic Tradition with various academic disciplines. Because Catholic Tradition is integrally linked to virtually every subject, it can provide a natural integrative coherence for nearly all majors and areas of studies. Thus the CSP provides a good means of organizing many general education requirements into a unified concentration; it is an attractive academic program for rounding out a student’s Catholic higher education.

The Catholic Studies Program consists of both inter- and uni-disciplinary courses which provide the opportunity to study the Catholic heritage in the ancient and the contemporary Church alike, and give access to the rich forms in which it has been expressed in literature, art, architecture, music, history, philosophy, science, etc. Catholic Studies welcomes all interested students whether or not they are Catholic. It is compatible with all majors. Ideally, students will enter in their freshman year, but it is possible for students to enter in their sophomore year. Courses in the program will meet either general education, major, minor or cognate requirements. All non-CSP students are welcome in any course(s) in the program, but CSP students are given enrollment preference. Honors tutorials are encouraged. SJLA students are welcome.

All courses taught in the Catholic Studies Program will seek to promote appreciation of the Catholic Tradition by being faithful to the Church’s Apostolic teaching. Courses will also encourage students (a) to integrate faith and academics; (b) to study the Catholic Tradition in an intellectually rigorous way; (c) to assess human intellectual activity and experience in the light of the Catholic faith; and (d) to examine the experience of Catholics in history, politics, various social groups, philosophical and religious movements, and/or science and technology.

The concentration consists of 21 credits: 6 are required; the other 15 are electives. T/RS 184C should be taken first. Students may build their studies based on their major and interests. Students are invited to petition for readers that meet program standards. Students may likewise seek permission for courses not cross-listed to count for credit, provided they are eligible to do significant Catholic Studies work in them.

CATHOLIC STUDIES ELECTIVES: Students will choose five.

INTD 333 The Bible in Image and Text
INTD 101 History of Science and Technology
Arth 117 Early Christian and Byzantine Art
Arth 118 Medieval Art: Romanesque and Gothic
Greek 113/114 New Testament Greek
Hebrew 101/102 Biblical Hebrew
T/RS 213 Ancient and Christian Thought
T/RS 215 Early Christian Writers
T/RS 222 Introduction to Liturgical Theology
T/RS 232 John Paul II and Catholic Social Thought
T/RS 323 Signs and Symbols
T/RS 330 Biomedical Ethics*

* only for certain sections

REQUIRED COURSES

T/RS 184C Dr. S. Mathews
T/RS 201C Staff

Inside the Catholic Tradition
Christian Classics (IV,V)

This introduction to Catholic Tradition will study its scope, depth, and on-going development, reception, and characteristics. Topics covered include faith and Revelation, the intercommunication of Scripture and Tradition, and the role of Magisterium. Selected readings will be taken from patristic, biblical, liturgical, papal and conciliar texts, including Dei Verbum, Augustine’s Confessions and the writings of John Paul II.

INTD 201C

This required CSP course provides a structured opportunity for reading in common some of the major Christian works of literature and spirituality with which every educated Catholic should be familiar. Important Catholic books and significant works of some great men and women who have shaped Christian thought and life will be read and discussed.

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OTHER SPECIAL PROGRAMS

THREE-YEAR BACHELOR’S DEGREE PROGRAM
The University of Scranton’s Curriculum and 4-1-4 calendar allow qualified students to attain their bachelor’s degree within three years — thus considerably reducing the overall cost of their undergraduate education and allowing the student to enter the marketplace or begin graduate and professional studies a year earlier. While Advanced Placement or College Level Examination Programs credits (see Index) are very useful for this, a student who does not bring these from high school may still complete the degree program in most majors within three years through the use of January Interesession courses and/or Summer School sessions. This presumes that minimum, normal academic progress is being made. Typically two Summer Schools (12 credits each) and two or three January Interesessions will suffice. Especially qualified students may be allowed overloads from the appropriate Dean to further reduce this — as will Advanced Placement credits. The Dean should be contacted as early as possible in a student’s career in order to facilitate the needed scheduling. Entering freshman students may want to use the Summer School immediately following their high school graduation to further this three-year program; the Dean of Admissions should be consulted with respect to this. Details on the special Scranton Prep/University Seven year (4-3) high school-college degree program are available from the Dean of Studies at Scranton Prep.

FIVE-YEAR BACHELOR-MASTER’S DEGREE PROGRAM
Developed in cooperation with the University’s Graduate School, this program enables undergraduates to complete both the bachelor’s and master’s degree program within five years in the fields of English, Business, Chemistry, and Biochemistry. Students elect to enter the program after sophomore year. Ordinarily two summers of study or equivalent January intersessions are needed.

FOUR-YEAR BACHELOR-MASTER’S DEGREE PROGRAM
Qualified undergraduates in the department of history and chemistry have the option of pursuing a four-year program leading to simultaneous conferral of bachelor and master’s degrees in history, chemistry or biochemistry. Summer work and the use of 12-13 graduate credits in place of undergraduate courses are involved. The department chairperson should be consulted for details.

FOREIGN STUDY PROGRAM
The Foreign Study program at the University of Scranton provides an opportunity for students to continue studies they have begun at the University of Scranton at universities around the world. To date, University of Scranton students have studied in thirty-five different countries and have represented thirty different majors.

The Foreign Study experience typically take place during the junior year; however, planning should start during the freshmen year. In order to participate in Foreign Study, students need a minimum GPA of 3.0 and permission from their department and dean. Additionally, students are expected to have conducted themselves according to the standards of the University of Scranton, as they are expressed in the student handbook of the University.

Courses taken at foreign universities fill graduation requirements at the University of Scranton. Planning the Foreign Study experience in a proper and timely fashion and completing courses taken at a foreign institution successfully should insure that the student graduates with his or her class. Interested students should contact either Michael Simons, Foreign Study Advisor, or Dr. Mary Engel, Associate Dean of the College of Arts and Sciences and Director of Foreign Study.

JESUIT EXCHANGE PROGRAM
A variant of Foreign Study is the University’s program in conjunction with the 28 Jesuit universities in America by which above-average (3.00 GPA) students may spend one or two semesters of their junior year at another Jesuit institution. These institutions are listed on page 286. In recent years the University of Scranton students have attended Boston College, Loyola University in New Orleans, Santa Clara University, and the University of San Francisco. Consult Dr. Mary Engel, the Associate Dean of the College of Arts and Sciences, for details on this program.
INTERNSHIP PROGRAMS

The University’s commitment to internships as an integral part of the educational process is strong and growing. In 1987-88, almost 250 students in the College of Arts and Sciences were engaged in internships carrying academic credit related to their major or vocational goals. 165 of these were seniors — one third of the class — in twelve different majors.

Medical Technology majors spend their senior year in one of eight hospitals in Pennsylvania. Students majoring in Physical Therapy select internships from some 275 regional and national health care facilities and agencies formally affiliated with the University of Scranton program.

Human Service majors select educational, health, welfare, correctional, rehabilitation, day care, and recreational agencies for their internship settings.

Health Administration majors serve a required internship in a variety of settings including hospitals, nursing homes, rehabilitation centers, and related health agencies and may serve a second internship. Those with a concentration in long-term care administration must also serve two 520-hour internships in a long-term care facility.

Seniors majoring in accounting are eligible to participate in a 13-week on-the-job internship with both national and regional public accounting firms. This internship usually takes place in December-March of senior year. Selection is made on the basis of GPA rating (minimum 2.67) and on interviews by company representatives.

Political Science and History majors serve pre-law internships in private law firms as well as in the Public Defender’s Office, District Magistrate offices, District Attorney’s office in Scranton, Philadelphia, and a number of other cities.

Public Administration majors serve internships in their senior year in a public agency at the local, state, or federal level. Placements include the United States Social Security Administration, the Pennsylvania Bureau of Consumer Protection (State Attorney General’s Office), and the Pennsylvania Department of Community Affairs.

Computing Sciences majors hold internships in a number of private companies in the Scranton area, in Binghamton, and in New York City.

Psychology majors in the clinical track complete a practicum during their junior or senior year at a variety of mental health, substance abuse, and social service agencies under individual supervision. Other Psychology majors opting for the business minor may elect to complete an internship in personnel psychology and receive direct supervision in a variety of personnel offices in the area.

Sociology, Criminal Justice, and Gerontology majors spend part of the junior or senior year serving internships in criminal justice agencies (corrections, probation & parole services, the District Attorney’s Office, Sheriff’s and U.S. Marshal’s services, private security and legal work) and social work/human service settings (child-care and juvenile programs, Cancer Society, and agencies serving older adults, etc.)

FACULTY/STUDENT RESEARCH PROGRAM

The Faculty/Student Research Program (FSRP) gives students an opportunity to be involved in faculty research. Students in all fields (e.g. natural sciences, humanities, social sciences, business) can participate. They engage in a variety of activities ranging from relatively routine tasks to more sophisticated research.

There is no cost for the FSRP and the program is open to all students in good academic standing including incoming freshmen. Psychology majors opting for the business minor may elect to complete an internship in personnel psychology and receive direct supervision in a variety of personnel offices in the area.

To participate in the program, students must identify a faculty sponsor with whom they want to work. This can be done by either talking to individual faculty members directly about their research interests or consulting the FSRP Directory. The Directory includes information on research projects and any student prerequisites. When a student and faculty member agree to work together, they complete a learning contract that outlines the nature of the research, the tasks involved and the hours to be worked.

For further information about this program, contact the Office of Research Services, Room 221, The Estate, (717) 941-6190.
The University is justly proud of its tradition in providing students seeking careers in the law with a solid preparation for the demands of legal study and practice, based on an undergraduate curriculum rooted in liberal education. Graduates of the University in all regions of the nation have achieved distinction in virtually every area of the law, including as local, state and federal judges. In Northeastern Pennsylvania, nearly half of the legal community hold undergraduate degrees from the University of Scranton.

The clearest measure of the strength of the University’s Pre-Law Program is the remarkable success its graduates have had in winning admittance to law school throughout the country. Since 1987 no less than 500 University graduates have received acceptances, over half of these going directly into law school after graduation. The percentage of applicants accepted among members of the graduating classes has remained significantly higher than the rate of acceptance for all applicants nationwide. Recent graduates have been admitted into some of the most prestigious law schools in the country, such as Columbia, Cornell, Georgetown, Harvard, and the University of Pennsylvania, as well as more than thirty other public and private law schools across the nation, including American University, Boston College, Catholic University, Dickinson, Fordham, Notre Dame, Pittsburgh, Rutgers, Seton Hall, Temple, Villanova, Widener, and William & Mary.

Pre-Law Curriculum—For admission to law school, no specific undergraduate major is required. In our last senior class, the department of history and political science produced the majority of the Scranton graduates admitted to law school. However, students in languages, business, English, education, sociology, communication, law enforcement and psychology also won admittance to law school. The single most important factor in admission is not, therefore, a specific major, but rather the degree of academic excellence manifested by the student in pursuing whatever major has been chosen as the particular field of competence.

Skills and Courses—While pre-law students are free to choose their majors, they should give particular attention to the development of those skills which are important for success in the study and practice of law. The General Education program of the University is designed to enable pre-law students to acquire these skills.

I. Comprehension and Proficiency in Oral and Written Communication:

The University’s freshman courses in Oral Communication (Comm. 100) and Composition (Engl. 107) provide a foundation upon which pre-law students can build by taking electives such as:

Comm. 211 — Debate and Argument Wrtg. 210 — Advanced Composition
Wrtg. 212 — Writing for the Law

The student should also consider participating in the Noel Chabanel Debate Society; the Aquinas, the college newspaper; the yearbook; and Esprit, the student literary journal.

II. A Critical Understanding of Human Institutions and Values:

Here the University’s courses in the field of history and literature, philosophy and theology are most helpful. The curriculum allows students to use courses of interest as cognates to their major program and as part of the humanities area in the General Education program. British and American Constitutional History (H/PS 317-318, 331, 332) are especially recommended.

III. Creative Power in Thinking:

Legal studies and legal work demand the ability to think clearly, carefully and independently. It is important therefore that pre-law students cultivate skills in research, logic and critical analysis. Especially recommended are:

Phil. 215 — Logic: The Art of Communication Phil. 217J — The Trivium
Phil. 319 — Philosophy of Law Phil. 227 — Political Philosophy
Comm. 210 — Logical and Rhetorical Analysis
Similarly, quantitative skills are needed. The General Education program allows each student the opportunity for some background in the natural and quantitative or social sciences. Especially recommended as electives or as cognates to the major program are:

- Acc. 253-254 — Accounting  
- Pol.Sci. 240-241 — Social Science Statistics I-II  
- C/CJ 200 — Forensic Chemistry  
- Math 101-102 — Math Discovery

**Pre-Law Internships**—Interested students with a Grade Point Average above 3.00 at the time of application may, with the approval of the Dean, receive academic credit for internships served in the offices of either private law firms or various legal agencies such as the District Attorney, Public Defender, or District Magistrate. Prior approval of the planned internship is necessary. A minimum of 150 hours work is required for internship credit in Pol. Sci. 280. Application forms for these internships are available from the Registrar’s Office.

**Pre-Law Advisory Team**—Continuing advice on course selection, career planning, and the procedures for law school application is provided by a Pre-Law Advisory Team, composed of Dr. Frank X. J. Homer and Dr. Robert Hueston of the History Department, along with the University’s Office of Career Services. The Team is assisted by both the:

- *Pre-Law Advisory Board*, a group of regional lawyers which provides for close contact between the local legal community, a range of national law schools, and the University’s pre-law program; and the
- *Pre-Law Society*, a student organization which provides a forum for speakers from the legal profession and sponsors trips to visit law schools.

**Law School Admission Test**—Along with a student’s undergraduate academic record, the LSAT score is a critical factor in the law school admission process. Ordinarily, pre-law students take the LSAT at the end of their junior year or early in their senior year. As a means of assisting University students to score up to their fullest potential on the LSAT, on-campus LSAT workshops are offered at least twice each year. These provide University students with an alternative to costly commercial test preparation services.
PRE-MEDICAL PROGRAM

The success of the University’s Pre-Medical Program has been outstanding. Since 1980, the University has placed an average of over 50 students per year into American schools of medicine, dentistry, optometry, podiatry and veterinary medicine, often in the most prestigious schools in the country.

The University of Scranton offers its pre-medical students unique opportunities in anticipation of changes in health care delivery for the twenty-first century. This includes a special exposure to primary care medicine (the practice of family physicians, general internists, and general pediatricians), predicted to be the area of greatest growth in medicine. Students have an opportunity to participate in an undergraduate primary care internship through the Scranton-Temple Residency Program. In this program, students accompany physicians at Scranton Mercy and Moses Taylor Hospitals to gain exposure to clinical settings in primary care medicine. Students gain transcript recognition for participation in this internship as well as a clear view of the profession they seek to enter.

Moreover, the University of Scranton is one of only six undergraduate institutions participating in the Jefferson Medical College Physician Shortage Area Program (PSAP). This program is designed to recruit and educate medical students who intend to enter Family Medicine and practice in physician shortage areas in Pennsylvania. Finally, University of Scranton students are encouraged to participate in programs at the Center for Primary Care at the Penn State College of Medicine, Hershey.

The Pre-Medical Program is supported by a network of hundreds of medical alumni and by a Medical Alumni Council. The Medical Alumni Council has compiled a directory of physicians who have agreed to serve as resources for information or internship opportunities for University of Scranton students.

Pre-Medical Undergraduate Curricula — Many undergraduate students who intend to apply to health professions schools choose Biology as their major. However, students may choose any major, provided that they meet the requirements for entrance to medical, dental, or other health professions school.

For students at the University of Scranton, the minimum requirements are:

Biology 141 and 142
Chemistry 112 and 113
Chemistry 232 and 233
Physics 120 and 121

Some medical and dental schools also have specific prerequisites for English, mathematics, or other courses, as listed in Medical School Admission Requirements, or Admission Requirements of U.S. and Canadian Dental Schools. Copies of these publications are available in the office of Dr. Mary Engel, Director of Medical School Placement.

The Association of American Medical Colleges recommends that undergraduate students planning to apply to medical school acquire a strong background in the natural sciences, so students should consider courses in biology, chemistry, physics and mathematics beyond the minimum requirements. Students should develop oral and written communication skills, and they should complete courses in the humanities and social sciences. Honors courses, independent study, or undergraduate research are also encouraged.
The University offers all applicants to health professions schools the option of a formal applicant evaluation by the Health Professions Evaluation Committee (HPEC). This committee consists of sixteen faculty and administrators representing a wide range of academic disciplines. It is directed by Dr. Mary Engel, Associate Dean of the College of Arts and Sciences and Director of Medical School Placement.

Applicants are evaluated on academic record, volunteer and community service activities, extracurricular activities, and demonstrated motivation toward their chosen career. Students submit documents and request faculty letters of evaluation and are interviewed by two members of HPEC. Through the HPEC interview, students have an opportunity to develop their interviewing skills and receive feedback on their application materials and interviewing performance. The HPEC evaluation package sent to health professions schools is a comprehensive narrative which describes in depth an applicant’s qualifications for advanced study and careers in the health professions.

The University also makes available to students a wide variety of resources in the Health Professions Lending Library; information about materials which students may borrow is available from the Director of Medical School Placement.

In addition to the support available to students from the members of the Health Professions Evaluation Committee, students may also consult with Diane Dietzen, M.D., who maintains office hours on campus and advises pre-medical students on career preparation. Dr. Dietzen is assistant director of the Scranton-Temple Residency Program and is responsible for implementing the undergraduate primary care internship. Additionally, Dr. Dietzen is advisor to the campus Pre-Medical Organization and Alpha Epsilon Delta, the national pre-medical honor society.
AEROSPACE STUDIES  (Air Force Reserve Officer Training Corps)

L.T. COL. GRECO, Chairperson

The Air Force Reserve Officer Training Corps (AFROTC) program at Wilkes University permits students attending the University of Scranton to earn commissions as officers in the United States Air Force while pursuing a university degree. Students may enroll in either the Four-Year or Two-Year programs. All Aerospace Studies courses are held on the Wilkes University Campus in Wilkes-Barre, Pennsylvania.

The Four-Year program permits students to enter the AFROTC program in their freshman or sophomore year. (Students with three years remaining until graduation may enroll concurrently in the freshman and sophomore Aerospace Studies courses and can complete the four-year program in three years.)

The Two-Year program is available for students who have at least two years remaining until graduation. Students interested in enrolling in the Two-year program must apply as early as possible in their sophomore year. Students should call 1-800-WILKES U, ext. 4860, for more information.

**General Military Course** *(Four-Year Program Only)* — The first two years of the four-year program constitute the General Military Course (GMC). GMC courses are open to any University student. Students enrolling in these courses do not incur any military service obligation. (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) The GMC curriculum consists of four one-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester, which introduces students to U.S. Air Force history and environment, customs, courtesies, drill and ceremonies and leadership skills.

**Professional Officer Course** *(Two and Four-Year Programs)* — The final two years of the four-year program comprise the Professional Officer Course (POC). It consists of four three-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester. POC cadets earn a $150-per-month, tax-free subsistence allowance during the academic year and incur a military obligation. To be accepted into the POC, students must pass a physical examination and an officer qualification test, as well as meeting certain academic standards. Four-year cadets must also complete a four-week field training program; two-year applicants must complete a six-week field training program, both of which are administered the summer before POC entry. In addition, all POC cadets must complete a course in mathematical reasoning prior to being commissioned.

**Uniforms** — All uniforms, equipment, and textbooks required for AFROTC are supplied by the U.S. Air Force. All cadets are required to pay a nominal initial deposit which will be refunded when the cadet returns all uniform items in satisfactory condition at the completion of (or withdrawal from) the AFROTC program.

**Scholarships** — The U.S. Air Force also offers many 2-to-5-year, full and partial scholarships for which qualified students may compete, if they enroll in AFROTC. All scholarship awards are based on individual merit, regardless of financial need, with most scholarship recipients determined by central selection boards. Scholarship selection boards for students already in college are held each year. Since scholarship applicants must meet certain academic, physical fitness and medical requirements to be considered by the scholarship boards, contact the Aerospace Studies department early, preferably 2-3 months before the boards convene, to apply.
Commissioning—Students who satisfactorily complete the POC curriculum requirements are commissioned as Second Lieutenants in the U.S. Air Force, and will serve on active duty in a career specialty they have chosen, consistent with USAF needs.

For additional information, or if you have specific questions about the Air Force Reserve Training Program, contact the Aerospace Studies Department at Wilkes University, at 1-800-WILKES-U, extension 4860/4861.

AS 111/112/211/212
AS 303/304/313/314
Leadership Laboratory No credit
Involves a progression of experience designed to develop each student’s leadership potential in a supervised training laboratory. Examines U.S. Air Force customs and courtesies, drill and ceremonies, career opportunities, life and work of an Air Force company grade officer.

AS 101 Fall
Air Force Today I 1 credit
Introduction to the background, missions, and functions of U.S. military forces, with emphasis on customs and courtesies, drill and ceremonies, career opportunities, life and work of an Air Force company grade officer.

AS 102 Spring
Air Force Today II 1 credit
Introduction to USAF professions, geopolitics, U.S. defense policy/strategy, U.S. general purpose military forces, insurgency/counter-insurgency, aerospace support forces and organization of other military services.

AS 201 Fall
The Development of Air Power I 1 credit
A study of air power development, in historical perspective, through the end of World War II, including the evolution of missions, concepts, doctrine and force employment, with emphasis on changes in conflict and factors which have prompted technological developments.

AS 202 Spring
The Development of Air Power II 1 credit
(Prerequisite: AS 201 or permission of instructor.) A study of air power development from the end of World War II to the present, including changing air power missions and the employment of air power in support of national objectives.

AS 301 Spring
Air Force Leadership and Management I 3 credit
(Prerequisite: AFROTC-approved membership in the POC or permission of instructor.) General Theory and practice of management with special reference to the U.S. Air Force. Covers evolution of management thought, including classical, behavioral, and management science schools; policy formulation, principles and practices in planning, organizing, staffing, directing, and controlling business and Air Force activities; resource control techniques; social and ethical issues within the management process.

AS 302 Spring
Air Force Leadership and Management II 3 credit
Theoretical, professional, and legal aspects of leadership; practical experience in influencing people individually and in groups, to accomplish organizational missions effectively.

AS 311 Fall
National Security Forces in Contemporary American Society I 3 credit
(Prerequisite: AFROTC-approved membership in the POC or permission of instructor.) The role and functions of the professional military officer in a democratic society, and civil-military interaction; basic framework of defense policy and formulation of defense strategy; the impact of East Asia, Latin America, Africa, the Middle East, and Commonwealth of Independent States on U.S. national security policy.

AS 312 Spring
National Security Forces in Contemporary American Society II 3 credit
(Prerequisite: AS 311 or permission of instructor.) The problems of developing defense strategy in a rapidly changing technological environment; effective deterrent posture and management of conflict; dynamics and agencies of defense policy making.
The College of Arts and Sciences

The College of Arts and Sciences is the largest academic division of the University with more than 30 areas of studies. Its liberal arts programs serve students well in many different careers. CAS programs also lay the foundation for professional study in law, medicine, and dentistry, as well as for graduate study in various fields.
ART AND MUSIC

DR. DUNN, Chairperson

The Department of Art and Music offers two minors: Art History and Music History. Each discipline aims to develop a student’s creative expression, to prompt aesthetic appreciation and judgment, to develop critical thinking, and to deepen understanding of the impulse to create with sound and with image.

Courses in Art and Music satisfy General Education requirements in FOUR ways:

a) studio art courses (all courses designated ART) satisfy requirements in GE AREA III - Communications, and/or in GE AREA IV - Humanities.

b) art history courses (all courses designated ARTH) satisfy requirements in GE AREA IV - Humanities.

c) music courses (all courses designated MUS) satisfy requirements in GE AREA IV - Humanities.

d) any course in Art and Music may be used as a free elective.

MINORS IN ART AND MUSIC

A minor in art history requires 18 credits, including ARTH 111 and 112. Four additional courses in art history are required.

A minor in music history requires 18 credits, including MUS. 111, 112, 235, 236, and two additional music courses numbered 110 or above.

A minor in studio art requires 18 credits, as arranged with and approved by the chairperson.

ART

ART 112 Prof. Sampson
Color and Design 3 credits
A foundation course introducing the elements and principles of two-dimensional design. Various materials are used to explore the organization of space and basic color theory.

ART 114 Prof. Colley
Three-Dimensional Design 3 credits
A foundation course investigating basic materials and approaches in the creation of three-dimensional form. Hands-on involvement with diverse media, techniques, and tools of the sculptor’s craft is emphasized.

ART 116 Staff
Basic Drawing 3 credits
A foundation course designed to develop skills in basic drawing and perception. Various media are employed in exercises involving the use of line and shading, shape and space and design and composition.

ART 120 Staff
Painting I 3 credits
A first-level painting course concerned with fundamentals such as composition, observation, basic color theory, and basic techniques. The class includes one museum trip and regular group critiques.

ART 122 Prof. Sampson
Watercolor I 3 credits
An introduction to the materials and techniques of painting with watercolor. Emphasis will be placed on developing the skills required to create unique visual expressions. Prerequisite: Art 112 or Art 116 or equivalent.

ART 214 Prof. Colley
Sculpture I 3 credits
In-depth exploration of form, space, rhythm and color to develop technical and creative skills for production of relief sculpture and sculpture in the round. Materials include wood, plaster, metals, stone and clay. Prerequisite: Art 114, or equivalent.

ART 216 Staff
Drawing II 3 credits
A continuation of Art 116, with experimental use of varied media. Individual directions and experimentation are encouraged and developed. Prerequisite: Art 116, or equivalent.

ART 220 Staff
Painting II 3 credits
A second-level painting course concerned with a more extensive look at composition, pictorial space and more advanced color theory. The class includes one museum trip and frequent group critiques. Prerequisite: Art 120, or equivalent.

ART 222 Prof. Sampson
Intermediate Watercolor 3 credits
This course builds upon Art 122. Experimental use of the medium, and of other water-based media (casein, gouache) will be encouraged. Prerequisite: Art 122, or equivalent.

ART 230 Staff
Painting III 3 credits
The course focuses on individual approaches to painting. Content, style, and technique will be determined by each student. Prerequisites: Art 120, 220 or equivalent.

ART 384 Staff
Special Topics 3 credits
Selected topics in studio art will vary from year to year based on student/faculty interest. Topics may include Printmaking, Portraiture, Figure Drawing, etc.

ARMU 140-141 Drs. Dunn & Perry
Perceiving the Arts 3 credits each
This 2-semester course offers a cross-disciplinary introduction to art and music in a pervasive study of these art forms as they inform and are informed by the societies in which they were created. Classes include (but are not limited to) lectures, lab discussions, guest lectures, museum, concert/ opera trips. Course restricted to ELED majors.
ART HISTORY

ARTH. 111 Dr. Dunn
History of World Art 1 3 credits
A survey of the history of painting, sculpture, and architecture, from prehistoric times through the dawn of the Renaissance in 1400. The art of ancient eastern and western civilizations is studied in historical contexts of idea, style, and technique.

ARTH. 112 Drs. Dunn, Miller-Lanning
History of World Art II 3 credits
The course opens with the history of painting, sculpture, and architecture in Renaissance, Baroque, and eighteenth-century Europe. Introduced by Impressionism, Expressionism, and Cubism, the art of the modern world concludes with a survey of idea, style, and technique in twentieth-century art. Art 111 not a prerequisite.

ARTH. 113 Staff
Topics in Non-Western Art 3 credits
This course focuses on the history of painting, sculpture and architecture produced by non-western and ethnographic cultures, including but not limited to, African, Oceanic, Native American, Japanese, Chinese, Islamic, and Indian Art. Courses will vary according to student and faculty interest.

ARTH. 115 Dr. Dunn
Art of the Ancient World 3 credits
(Formerly Arth 201) A survey of the art and architecture produced between 30,000 - 1250 B.C. The course opens in the painted caves of Prehistoric Europe, and continues through the contemporaneous civilizations of the Ancient Near East (Sumer, Babylon, Assyria, Persia) and Egypt.

ARTH. 116 Dr. Dunn
Art of Greece and Rome 3 credits
(Formerly Arth 202) The course begins in the Aegean with the Minoan and Mycenaean cultures celebrated by Homer; surveys the art of classical Greece; and continues with the art of the Etruscans in ancient Italy. The course concludes with Roman art and architecture (3rd c. B.C. - 5th c. A.D.).

ARTH. 117 Dr. Dunn
Early Christian and Byzantine Art 3 credits
(Formerly Arth 203) The art and architecture produced by the first Christians borrowed much from the forms and ideas of Roman art. The course surveys art produced in Rome, Ravenna, Milan, Greece, and Constantinople, 200-1400 A.D. Emphasis will be placed on the origin and symbolism of Christian imagery and architecture.

ARTH. 118 Dr. Dunn
Medieval Art: Romanesque and Gothic 3 credits
(Formerly Arth 204) A survey of art and architecture in western Europe, 1100-1400. Medieval architecture, manuscripts, paintings, and decorative arts will be presented as mirrors of medieval thought and spirituality.

ARTH. 205 Dr. Dunn
The Icon in Russian and East European Art 3 credits
This course focuses on theology, image and artistic style in the making of the icon in Russia and East Europe. The icon will be studied in its historical and cultural context from medieval through modern times.

ARTH. 210 Staff
Topics on Women in the Visual Arts 3 credits
This cross-disciplinary course presents selected topics on women in the visual arts, including the history of women’s achievements and struggles in the visual arts, varied ways of thinking and writing about women, art and culture. Topics will include, but are not limited to: Survey of Women in Art; Being Female in the Renaissance; Medieval Women in Image and Text; Contemporary Women Artists; The Female Artist in Latin America; Women Artists in America; 19th-Century Women Artists.

ARTH. 213 Dr. Miller-Lanning
American Art 3 credits
A survey of American architecture, painting and sculpture from the earliest exploration days. The course will cover art of Native America, the colonial period, the Civil War era, and the twentieth-century.

ARTH. 214 Dr. Dunn
Renaissance Art and Architecture: 1250-1500 (Formerly Arth 310) A survey of the art produced in Italy, 1250-1500, the course opens with Cimabue in Assisi of St. Francis, continues into the fourteenth century with the frescoes of Giotto and Duccio; and concludes with such fifteenth-century artists as Brunelleschi, Donatello, Botticelli, Leonardo da Vinci, and the young Michelangelo.

ARTH. 215 Dr. Dunn
The Renaissance in Northern Europe (Formerly Arth 311) Art produced in northern Europe (France, Germany, Belgium, and the Netherlands) differs remarkably from the art produced in Italy by Botticelli and Michelangelo. This course surveys painting north of the Alps by such artists as Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, and Albrecht Dürer.

ARTH. 216 Dr. Dunn
Michelangelo and His World 3 credits
(Formerly Arth 410) This course investigates the painting, sculpture, and architecture of Michelangelo. By considering the artistic traditions to which he fell heir as a Florentine artist, the traditional and the innovative aspects of Michelangelo’s work will be assessed. Readings from his letters and poetry, and from sixteenth-century biographies will furnish a rich context for the appreciation of his work and for understanding the society to which he belonged.

ARTH. 217 Dr. Dunn
Leonardo (Da Vinci) 3 credits
Formerly Arth 411) Artist, scientist, author and free-thinker, Leonardo left few paintings, many drawings, and copious notes attesting the wide range of his intellectual curiosity. This course focuses both on the fifteenth-century world to which the artist belonged and on his many writings in order to measure Leonardo’s greatness as producer and visionary.

51
ARTH. 218 Dr. Dunn
Art of Baroque and Rococo Europe 3 credits
(Formerly Arth 303) A survey of the painting, sculpture, and architecture produced in Europe between 1600 and 1750. The course opens in Bernini’s Rome of the Counter-Reformation and concludes in France at the royal courts of Louis XIV and XV.

ARTH. 220 Staff
History of Photography 3 credits
The course explores the historical development of photography and considers the medium’s aesthetic components as well as the theoretical and representational issues it raises.

ARTH. 221 Dr. Miller-Lanning
Nineteenth-Century Art 3 credits
(Formerly Arth 304) An exploration of painting and sculpture from Neoclassicism to Symbolism. Special emphasis will be given to works by J.L. David, Goya, Delacroix, Courbet, Manet, Morisot, Rodin, and Van Gogh. In addition to developing skills of visual analysis, the course will focus on the interaction between artist and society.

ARTH. 222 Dr. Miller-Lanning
Impressionism and Post-Impressionism 3 credits
(Formerly Arth 312) Impressionism, an artistic movement linked today with leisure and pleasure, developed out of conflict and challenged many standard European art practices. The course investigates the artistic goals and strategies of Manet, Monet, Degas, Renoir, Morisot, Cassatt and Pissarro, and considers how their works respond to important social issues of the day. Paintings by the Postimpressionists Cézanne, Seurat, Van Gogh and Gauguin will be examined as reactions to the aims of Impressionism.

ARTH. 225 Dr. Miller-Lanning
Art of the Twentieth Century 3 credits
(Formerly Arth 305) Beginning with pre-World War I works by Matisse and Picasso, this course surveys the painting, sculpture, architecture and photography of the period known as modernism, ending with an exploration of the contemporary phenomenon of postmodernism. Through examination of both artworks and texts by artists and critics, considerations of style and technique will be integrated with an analysis of historical context.

ARTH. 227 Dr. Miller-Lanning
Matthäus and Caspari 3 credits
(Formerly Arth 315) This course examines the works of these two influential modern artists by considering the aesthetic and historical context for their paintings, sculptures, prints, and writings on art.

ARTH. 295-296 Dr. Dunn
(Travel Seminar)
Short study trips to provide students with the opportunity to study works of painting, architecture, and sculpture on site. Trips will be designed as themes: i.e., the Art Museums of London and Paris, The Bible in Text and Image (Italy), Renaissance villas and palaces, Michelangelo, etc.

ARTH. 380 Drs. Dunn, Miller-Lanning
Museum Methods 1-3 credits
Offered in cooperation with the Everhart Museum, this course introduces students to ideologies of arts administration and methods of curatorial research and procedure. On-site study at the Everhart Museum is supervised by the Curator of Art and by art history faculty. Prerequisites: Arth 111, 112 and 2 additional ARTH courses.

ARTH. 384, 484 Dr. Dunn
Special Topics 3 credits
Selected topics will vary from year to year based on student/faculty interest and available media resources. Topics may include Art of the Far East, History of Printmaking, etc. Discrete styles and individual artists may also be the focus of a selected topics course. Prerequisites: Arth 111, 112 and 2 additional ARTH courses.

MUSIC

MUS. 111 Dr. Perry
Music History I 3 credits
The history and literature of Western classical music from the medieval period to the eighteenth century, including Gregorian chant, the growth of polyphony, the rise of instrumental music and the birth and growth of opera.

MUS. 112 Dr. Perry
Music History II 3 credits
The history and literature of Western classical music from the eighteenth century to the present, including the increasing importance of instrumental music and opera, the development of atonality and serial music and the recent avant-garde. Mus 111 is not a prerequisite.

MUS. 211 Prof. Garofalo
Keyboard Music 3 credits
Music written for the piano, organ, harpsichord and clavichord from the Renaissance to the 20th century. The course focuses on the development of keyboard instruments and the forms and composers that dominate the literature.

MUS. 213 Staff
Symphony 3 credits
Development of the symphony as an independent genre, from its origins in the mid-eighteenth century to the present day. Works by Haydn, Mozart, Beethoven, Brahms, Tchaikovsky, Mahler, Shostakovich and Stravinsky will be among those considered.

MUS. 217 Staff
Opera 3 credits
The history of opera from its beginnings at the turn of the seventeenth century to the present with an emphasis on the nineteenth and twentieth centuries. Representative operas by Mozart, Verdi, Wagner and Puccini, among others, will be examined.
MUS. 218  Dr. Perry  
American Musical Theatre  3 credits  
The development of musical theatre in America from the nineteenth century to the present, emphasizing works composed since the 1940s. Musicals by Jerome Kern, Rodgers and Hammerstein, Lerner and Loewe, Leonard Bernstein and Stephen Sondheim will be considered.

MUS. 219  Prof. Buckley  
History of Jazz  3 credits  
A detailed examination of a "truly American musical form." Included will be discussions of major stylistic periods, compositions, and performers. Listening examples, as well as live performances, will contribute to an understanding of jazz from its origins to the present day.

MUS. 222  Staff  
Bach  3 credits  
(Formerly Mus 323) The music of Johann Sebastian Bach in the context of the musical forms, styles, and genres current in the first half of the eighteenth century. A survey of Bach's life and works is followed by detailed study of selected vocal and instrumental compositions.

MUS. 223  Staff  
Mozart  3 credits  
(Formerly Mus 324) An examination of Mozart's major works in the genres of symphony, concerto, chamber music, church music and opera, together with a brief biographical survey. The influence of late eighteenth-century culture and musical conventions on Mozart's work is considered.

MUS. 224  Staff  
Going for Baroque  3 credits  
A study of musical developments during the early, middle, and late Baroque period. Special attention will be paid to the Italian, English, and German Baroque, and to Jesuit contributions to sacred and secular music.

MUS. 225  Staff  
Beethoven  3 credits  
(Formerly Mus 325) Study of a composer whose fiery personality drove him to express through music universal concepts in an age of revolution, i.e., freedom and the dignity of the person. Course traces the evolution of Beethoven's major works — sonatas and concertos, symphonies and string quartets as well as Fidelio and the Missa Solemnis; and, the effect of his deafness on his view of life and on his later works.

MUS. 226  Staff  
Romantic Music of the Nineteenth Century  3 credits  
A study of the major musical developments in the nineteenth century, the Romantic Period: the rise of piano literature, the art song, chamber and program music, and opera. Attention to nationalism.

MUS. 228  Dr. Wolterink  
Music of the Twentieth Century  3 credits  
A study of the history and literature of Western classical music in the twentieth century. The various "isms" of the period, including impressionism, expressionism, neo-classicism, serialism, and minimalism, will be examined. Music 112 recommended as prerequisite.

MUS. 231  Staff  
Russian and East European Music  3 credits  
A survey of Russian and East European choral and instrumental music from the 10th century to the present. Includes music from Poland, Czechoslovakia, Hungary, Ukraine and Russia. Special focus on Chopin, Lizst, Smetana, Dvorak, Bartok, the "Mighty Five," Tchaikovsky, Rachmaninoff, Stravinsky.

MUS. 233  Dr. Perry  
Music in America  3 credits  
An overview of music in the United States from colonial times to the present, with an emphasis on the twentieth century. Classical, popular, and traditional musical styles are considered, including the symphony, the opera, the Broadway show, jazz, rock, hymnody, and folk music.

MUS. 235  Dr. Perry  
Music Theory I  3 credits  
The fundamental materials of tonal music: notes and rests, rhythm and meter, scales and modes, intervals, triads and seventh chords, melodic and harmonic organization, and an introduction to voice leading and part writing. Some knowledge of music notation helpful.

MUS. 236  Dr. Perry  
Music Theory II  3 credits  
Extension of the tonal vocabulary to include chromatic harmony, modulatory techniques, and the use of extended chords, as well as an overview of selected post-tonal procedures. Prerequisite: Mus. 235.

MUS. 280  Staff  
Liturgical Music  3 credits  
The role of music in the Roman Catholic Church. Emphasis on the practical rather than the historical. Recommended for any lay person or member of the clergy, involved in developing church liturgy. No musical background required.

MUS. 335  Staff  
Introduction to Composition  3 credits  
Guided individual projects in original composition, together with the analysis of selected works from the classical repertory. Prerequisite: Mus. 235 and 236.

MUS. 284  Staff  
Special Topics  3 credits  
Selected topics in Music History will vary from year to year based on student/faculty interest.
Courses in the Department of Biology are designed to achieve the following objectives: 1. to present the fundamental scientific facts and concepts which are needed for an understanding of the living world and people’s relation to it; 2. to prepare students for advanced study or work in other biological fields.

The Bachelor of Science in Biology Program supplies preprofessional preparation meeting all requirements and recommendations of professional schools (medicine, dentistry, veterinary medicine).

While the department’s record in the preparation of physicians is an impressive one as indicated earlier in the Pre-Medical section, its record as one of the baccalaureate sources of Ph.D.’s in the biological sciences is equally prestigious. A 1988 study by the office of institutional research at Franklin and Marshall College shows that over the last 66 years, the University of Scranton ranked 48th out of 877 four-year, private, primarily undergraduate institutions.

The biology curriculum appears below. In selecting biology electives, all majors are required to take at least one course in each of the following 5 course groups (special exemption may be made by permission of the Chairperson):

**Cellular (C)**
- Biol. 250, 344, 346, 349, 350, 351, 352, 353, 358, 445, 450

**Molecular (M)**
- Chem. 350, 351, 360, 450, 451 (no more than 6 credits in chemistry may be used to fill biology elective credits.)

**Organismal (O)**

**Genetics (G)**
- Biol. 260, 362, 363, 375

**Population (P)**

The premedical advisor’s elective recommendations for preprofessional students are listed on page 45.

### Biology Curriculum

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<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>MAJOR</td>
<td>Biol. 141-142</td>
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<tr>
<td>COGNATE</td>
<td>Chem. 112-113</td>
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<tr>
<td>GE AREA III</td>
<td>Communications</td>
<td>3</td>
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<td>GE AREA IV</td>
<td>Humanities</td>
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<td>GE AREA V</td>
<td>Phil. 120</td>
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<td>T/R 121</td>
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<td>Chem. 232-233</td>
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<tr>
<td>COGNATE</td>
<td>Math 114 - Elective</td>
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<tr>
<td>GE AREA III</td>
<td>Communications</td>
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<td>GE AREA IV</td>
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<tr>
<td>COGNATE</td>
<td>Physics 210-211</td>
<td>3</td>
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<tr>
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<td>GE FREE</td>
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<td>MINOR:</td>
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**TOTAL: 143 credits**

* General Education recommendations:
  * 6 credits English literature in Area IV, Comm. 100 and English 107 for Area III.

** Math 103 (taken before Math 114) if indicated by Math Placement Test results. Otherwise, credits may be taken in Math, Biology, Chemistry, or Physics.

**MINOR:** To gain a minor in biology, a student must complete Biology 141-142 or Biol. 101-102, Biology 141-142 laboratory, and 15 additional credits of courses suitable for the biology major. Biology electives must be selected to fill at least 3 of the 5 established course groups, and must include at least three credits of advanced laboratory work. It is strongly suggested that a potential biology minor seek the advice of the Biology chairperson concerning the selection of electives suitable to his/her personal goals.
* Please note: Biology courses numbered 100 - 139 and 200 - 239 are not open to Biology majors. Courses with a title prefixed by an asterisk require concurrent enrollment in lecture and lab.

**BIOL. 100**  
Staff  
*Modern Concepts of Biology*  
4 credits  
Exploration of the practical impact which modern biological concepts have on our lives. Topics include cell function, genetics, plant and human biology, genetic engineering, cancer, AIDS and dying. Provides a framework for making informed ethical decisions as a citizen regarding pertinent biological issues. 3 hours lecture; 2 hours lab. Fall only.

**BIOL. 101 & 102**  
Dr. Sweeney  
*General Biological Science*  
6 credits  
(Recommended Prerequisite for Biol. 102: Biol. 101) The nature of living organisms and general biological principles, as they affect man, are stressed in general terms.

**BIOL. 103**  
Dr. M. Carey  
*Social Biology*  
3 credits  
A discussion of current advances and controversies in biology and medicine, their social and ethical implications, and public policy problems raised by them. Topics may include definitions of life and death, organ transplantation, population control, genetic engineering, environmental crises, evolution vs. creationism, and the nature of human nature.

**BIOL. 110 & 111**  
Staff  
*Structure and Function of the Human Body*  
8 credits  
A general study of the anatomy and physiology of the human organism emphasizing the body's various coordinated functions from the cellular level to integrated organ systems. 3 hours lecture, 2 hours lab each semester.

**BIOL. 112**  
Dr. Anderson  
*Perspectives in Anatomy and Physiology*  
2 credits  
Designed for the registered nurse student. Will explore recent physiological concepts to provide a foundation for further study. Topics may include cellular theory, cardiovascular physiology, neurophysiology, renal physiology, stress and immunity, infectious disease and the genetic basis of disease. Special attention given to the needs of the student; hence topics are expected to vary from year to year. Fall, as needed. (Course open to RN students only)

**BIOL. 141 & 142**  
Staff  
*General Biology*  
9 credits  
A comprehensive study of the nature of living organisms, both plant and animal, their structure, function, development and relationships, including the problems of development, heredity and evolution. 3 hours lecture, 3 hours lab each semester.

**BIOL. 195**  
Dr. Conway  
*Tropical Biology (O, P)*  
3 credits  
Study of tropical communities with emphasis on the coral reef. Introduction to a variety of other tropical areas, such as sandy beaches, turtle grass beds, mangrove swamps, tide pools, rocky shores, and rainforests. Approximately 2 weeks will be spent at a biological station in the American tropics. Swimming proficiency required. (Majors and GE Area I) Intersession only.

**BIOL. 196 (O, P)**  
Dr. Conway  
*African Photo Safari*  
3 credits  
Natural history of Eastern Equatorial Africa with special emphasis on the delicate ecological balance between plant and animal communities. The savannah plains, tropical mountain forests, northern frontier and Great Rift Valley will be visited for first-hand study of the tremendous diversity of fauna and flora. (Majors and GE Area I) Intersession only.

**BIOL. 201**  
Dr. Kwiecinski  
*Anatomy & Physiology*  
3 credits  
An introduction to the biochemical, cellular, tissue and organismal organization of selected body functions; structure in relation to function is emphasized.

**BIOL. 202**  
Dr. McDermott  
*The ABC's Of Genetics*  
3 credits  
The heredity for the non-science major, with emphasis on the human. Provides the background necessary for the non-scientist to understand his/her own hereditary background and to have informed opinions about societal issues related to genetics. Includes Mendelian, molecular, and population genetics, evolution, genetic diseases, genetic engineering, etc.

**BIOL. 203**  
Dr. Hardsky  
*Horticulture*  
3 credits  
The basics of plant growth and propagation. Topics include photosynthesis, water relations, nutrition, hormones, propagation, pathology and basic cultivation techniques. The laboratory will include plant anatomy, propagation and cultivation of ornamental plants and basic physiological experimentation. 2 hours lecture, 2 hours lab. (GE Area I)

**BIOL. 204**  
Staff  
*Everyday DNA*  
3 credits  
A comprehensive study of the nature and function of the genetic material and its relation to modern genetic engineering techniques, the application of these techniques, and their impact on modern life.

**BIOL. 210**  
Dr. McDermott  
*Introductory Medical Microbiology*  
3 credits  
(Pre- or co-requisites: Biol. 110-111; Chem. 110-111) Fundamentals of microbiology, including structure, function, identification, pathogenesis, epidemiology and control of microorganisms with emphasis on human pathogens. 2 hours lecture, 2 hours lab; Fall only.

**BIOL. 241**  
Fr. MacEntee  
*Comparative Vertebrate Anatomy (O)*  
5 credits  
(Prerequisite: Biol. 141-142) Structure and physiology of vertebrate organ-systems, emphasizing and comparing vertebrate structures in relation to their functions. Amphioxus, shark, necturus, and the fetal pig are subjected to detailed laboratory study. 3 hours lecture, 4 hours lab. Fall only.
BIOL. 243  Fr. MacEntee  * The Human Body (O)  5 credits  (Prerequisites: Biol. 141-142) Structure and function of the principal organ systems in mammals emphasizing the human condition. The cat is subject to detailed study in the laboratory. 3 hours lecture, 4 hours lab. Spring only.

BIOL. 245  Staff  * General Physiology (O)  4 1/2 credits  (Prerequisites: Biol. 141-142, Chem. 112-113) Physiological processes underlying functioning of the animal organism. Study of irritability, excitation, conduction, contractility, cellular physiology, and functions of mammalian organ-systems. 3 hours lecture, 3 hours lab.

BIOL. 250  Fr. Beining, Dr. Sulzinski  * Microbiology (C, O, M)  5 credits  (Prerequisite: Biol. 141-142, Chem. 112-113) Structure, function, growth, reproduction, heredity and relationships of bacteria, yeasts, molds, virus; a brief survey of pathogens, life cycles of parasitic microzoa; introduction to disease and immunology. 3 hours lecture, 4 hours lab; not open to Nursing majors.

BIOL. 260  Dr. McDermott  Genetics (G)  4 1/2 credits  (Prerequisite: Biology 141-142 or 101-102) Mendelian, cyto-, population and evolutionary, and basic molecular genetics; emphasis on eucaryotes. 3 hours lecture, 3 hours lab.

BIOL. 270  Dr. Townsend  Biology of the Vascular Plants (O, P)  3 credits  (Prerequisite: Biology 141-142 or 101-102) A survey of the vascular plants with respect to anatomy, life history and reproduction, ecology and natural history, evolution and systematics. Emphasis will be on the flowering plants as the dominant plant group of terrestrial communities. 3 hours lecture.

BIOL. 344  Fr. Beining  Principles of Immunology (C, O, M)  4 1/2 credits  (Prerequisite: Biol. 250, strongly recommended for 344 lecture, required for 344 lab) The basic molecular, cellular and organismal aspects of the immune response, emphasizing chemical and functional bases of antigens and immunoglobulins, cellular and humoral response, tolerance, immune deficiency, hypersensitivity, autoimmunity, blood groups, transplantation. 3 hours lecture, 3 hours lab; lab should only be taken concurrently with lecture. Spring only.

BIOL. 345  Dr. Anderson  Comparative Animal Physiology (P, O)  3 credits  (Prerequisite: Biol. 245) The physiological principles involved in adaptations of animals to their environment from a comparative viewpoint; osmotic control, temperature regulation, nerve and muscle physiology, sensory perception, etc. 3 hours lecture. Spring—odd years.

BIOL. 346  Dr. J. Carey  Endocrinology and Reproduction (C, O)  5 credits  (Prerequisite: Biol. 245) The mammalian endocrine system; emphasis on molecular mechanisms of hormone action, feedback control of hormone production, integration with other physiological systems, and reproductive endocrinology. 3 hours lecture. Spring only.

BIOL. 347  Dr. Conway  Exercise Physiology (O)  3 credits  (Prerequisite: Biol. 245) Study of the anatomical and physiological effects of exercise, centering around control of physical performance by capacity to generate energy through aerobic and anaerobic pathways; includes the effects of inherited, age, nutrition, training and environment on performance. Emphasizes the multidimensional role of exercise function of the body's physiology and significant. 3 hours lecture/demonstration. Spring—odd years.

BIOL. 348  Dr. Adams  Neurophysiology (C, O)  4 1/2 credits  (Prerequisite: Biol. 245, or, for Neuroscience majors, Psych. 231) Study of the organization and function of the neuron, neural circuits, and the major sensory and motor components of the central nervous system; bioelectric phenomena, synaptic transmission; the neural basis for higher functions such as cognition, memory, and learning. 3 hours lecture; 3 hours lab. Spring only.

BIOL. 349  Dr. Hardisky  Plant Physiology (C, O, P)  5 credits  (Prerequisite: Biol. 141 or 101 or permission of instructor) Functional anatomy and physiology of plants, including structure, photosynthesis, respiration, mineral nutrition, water relations, productivity, growth and differentiation, transport, stress physiology, and energy flow. 3 hours lecture, 3 hours lab. Spring only.

BIOL. 350  Dr. Greuel  * Cellular Biology (C, M)  5 credits  (Prerequisite: Biol. 141-142) Study of structure-function relationships in eucaryotic cells. Emphasis on cell membranes, cell organelles, cytoskeleton, and extracellular matrices. Regulation of cell proliferation, signaling, recognition/adhesion, and motility will be examined, particularly as they relate to malignancy. Labs focus on experimental studies of cellular structure and function using techniques of modern cell biology. 3 hours lecture, 3 hours lab. Fall only.

BIOL. 351  Dr. Greuel  * Developmental Biology (C, O, M)  5 credits  (Prerequisite: Biol. 141-142) Strongly recommended prerequisite: Biol. 350) Development of vertebrates and invertebrates from gametogenesis through organogenesis. Emphasis on cellular and molecular mechanisms involved in differentiation, morphogenesis, and determination of the body plan. Labs focus on experimental studies with living, developing organisms. 3 hours lecture, 3 hours lab. Spring only.
BIOL. 352 Dr. Kwiecinski
* Histology (C) 4 credits
(Prerequisite: Biol. 141-142; strongly recommend-
ed: Biol. 241) Microscopic structure and function of the four basic vertebrate tissues. Emphasis will be placed on mammalian tissues. Lectures include historical, theoretical and practical perspectives. Laboratories include examination of tissues through the use of loan sets of slides as well as demonstrations and exercises in basic preparation of tissues for microscopic examination. 2 hours lecture, 4 hours lab. Fall only.

BIOL. 353 Dr. Kwiecinski
* Histotechniques (C) 5 credits
(Prerequisites: Chem. 232-233, Biol. 352) Basic and standard histological procedures for histotechnologists, biology majors, pre-medical students, and research scientists. Lectures focus on basic theory/methodology. Labs focus on demonstration/practice of techniques. 2 hours lecture, 6 hours lab.

BIOL. 358 Dr. Adams
Cellular and Molecular 3 credits
Neurobiology (C, M)
(Prerequisites: Biol. 141-142) Introduces biology and neuroscience majors to the cellular and molecular biology of the vertebrate nervous system. Includes ion channel structure and function, synthesis, packaging and release of neurotransmitters, receptor and transduction mechanisms, intracellular signaling, cell-to-cell communication, glial cell function, and neural growth and development. 3 hours lecture. Fall only.

BIOL. 361 Dr. Dwyer
* Molecular Biology I (M) 5 credits
(Prerequisites: Biol. 141-142, Chem. 232-233) Structure and function of prokaryotic cells from a molecular viewpoint. Study of biomacromolecule structure and function; bacterial DNA replication, transcription, translation and how these processes are regulated. 3 hours lecture, 3 hours lab. Fall only.

BIOL. 362 Dr. Dwyer
Molecular Biology II (M, G) 3 credits
(Prerequisite: Biol. 361) The structure and function of eucaryotic cells and organisms from a molecular viewpoint. Study of eucaryotic gene organization, DNA packaging and replication, RNA transcription and splicing, translation into proteins and how these processes are regulated. Discussion of development, cancer and evolution on the molecular level. 3 hours lecture. Spring only.

BIOL. 363 Dr. Dwyer
* Genetic Engineering (M,G) 5 credits
Study of the nature and function of the gene with emphasis on the experimental evidence which gave rise to the present concepts of genetic engineering. Strong emphasis is placed on recombinant DNA techniques in both lecture and laboratory. 3 hours lecture, 3 hours lab. Spring only.

BIOL. 364 Dr. Sulzinski
* Virology (M) 5 credits
(Prerequisites: Biol. 141-142; Chem. 232-233) A detailed survey of viruses important to animals and plants, including structure, replication, pathogenicity and diagnostic techniques. Strong emphasis is placed on the molecular biology of viruses in both lecture and lab. 3 hours lecture, 3 hours lab. Fall only.

BIOL. 370 Dr. M. Carey
Animal Behavior (P, O) 4/2 credits
(Prerequisite: Biol. 141-142 or 101-102) Classification of behavior types, development, functional advantages and evolution of behavior, and social and physiological aspects studied in lower and higher organisms. 3 hours lecture, 2 hours lab. Spring only.

BIOL. 371 Dr. Townsend
Ecology (P) 5 credits
(Prerequisites: Biol. 141-142 or 101-102) Study of physical, chemical, and biological factors that influence the distribution and abundance of organisms and determine the relationships among organisms from the population to the ecosystem level. 3 hours lecture, 3 hours lab. Fall only.

BIOL. 372 Dr. Townsend
Vertebrate Biology (O, P) 5 credits
(Prerequisite: Biol. 141-142 or 101-102) A survey of vertebrates, covering functional morphology, behavior, ecology, paleontology, and systematics using a comparative approach to vertebrate evolution and diversity. Laboratory will involve both study of preserved material and field experiences in behavior and ecology of local vertebrates. 3 hours lecture, 3 hours lab.

BIOL. 375 Dr. M. Carey
Evolution (G, P) 3 credits
(Prerequisites: Biol. 141-142 or 101-102) A consideration of the theories of evolution and evidence for them in plants and animals. Population genetics and the adaptiveness of various organic traits will be discussed. Fall only.

BIOL. 379 Dr. Townsend
Biostatistics 3 credits
(Prerequisite: Math 103) Data analysis and statistical techniques in biology and medicine; probability and frequency distributions, descriptive statistics, hypothesis testing, and various parametric and nonparametric statistical tests. Course will involve use of one or more computerized statistical programs. Spring only.

BIOL. 384 Staff
Special Topics in Biology 2-4 credits
Study of selected topics in biology, varying from year to year based on student/faculty interest and current research advances. May include such topics as sensory reception, membrane biology, population genetics, etc.

BIOL. 393-394 Staff
Undergraduate Research Variable credit
(Prerequisite: 12 credits in Biology) Individual problems for advanced students with sufficient background in biological and physical sciences. Subject time and credit arranged individually.

BIOL. 445 Dr. Kwiecinski
Mammalian Physiology (C, O) 3 credits
(Prerequisites: Biol. 245 and Chem. 232-233) Molecular, cellular, and tissue aspects of selected organ systems not normally covered in General Physiology, including calcium and skeletal homeostatic systems, integumentary system, gastrointestinal system, and aspects of nervous (e.g., sense organs), endocrine, reproductive, and lymphatic systems.
**BIOL 446**  
Cardiovascular Physiology (O)  
3 credits  
(Prerequisites: Biol 245 and Physics 121 or 141)  
The physiological and biophysical bases of cardiovascular function; including cardiac electrophysiology and mechanics; regulation of the heart and the peripheral circulation; hemodynamics; solute and fluid exchange; and cell-cell interactions governing white blood cell transit. Special circulations will highlight the role of cardiovascular regulation in overall physiological function.

**BIOL 450**  
* Electron Microscopy (C)  
5 credits  
(Prerequisites: Biol. 141-142) Introduction to the mechanics of the electron microscope with emphasis on standard laboratory techniques, including preparation of materials, sectioning, viewing and photographic analysis. 1 hour lecture, 6 hours lab; Spring—even years.

**BIOL 471**  
Applied Ecology (P)  
3 credits  
(Prerequisites: Biol. 371 and Chem. 340) The application of ecological principles and concepts to environmental problems; including consideration of their origins, effects on living systems, and potential solutions. Consideration of such issues as biodiversity, habitat degradation and loss, conservation biology, ecosystem management, wildlife ecology, agroecology, pollution, and global climate change. 3 hours lecture.

**BIOL 472**  
Systems Ecology (P)  
3 credits  
(Prerequisite: Biol. 371) The study of ecosystem dynamics and their relationship to the functioning of the biosphere. A quantitative approach to ecosystem structure and function emphasizing the use of simulation and conceptual models. The course will involve opportunities to construct and test simulation models. 3 hours lecture.

**BIOL 473**  
Marine Biology (O, P)  
5 credits  
(Prerequisites: Biol. 141 or 101 or permission of instructor) The ecology of marine and estuarine systems, including soil chemistry, halophyte physiology, tidal marsh ontogeny, ecosystem function and the consequences of human alteration of the coastal zone. Lab includes a mandatory weekend in Lewes, DE. 3 hours lecture, 3 hours lab. Fall only.
CHEMISTRY

DR. DREISBACH, Chairperson

The department offers five majors: Chemistry, Biochemistry, Chemistry-Business, Chemistry-Computers, and Medical Technology. The program in Chemistry is approved by the American Chemical Society, which means that graduates may be certified by the American Chemical Society if they meet the requirements. In addition, Chemistry and Biochemistry are offered in conjunction with the Graduate School in five-year B.S.-M.A. degree programs. The strength of the department is indicated by the fact that the University of Scranton has been one of the leading schools in the country in the number of master’s degrees awarded in chemistry.

The prestige of the department is also demonstrated by a recent study of the office of institutional research at Franklin and Marshall College which ranked the University of Scranton 34th out of 917 private, four-year, primarily undergraduate colleges as the baccalaureate source of those earning Ph.D.’s in chemistry between 1981 and 1990.

Recent graduates of the department have been admitted to doctoral programs at a number of major universities including Harvard, Cornell, Johns Hopkins and Pennsylvania. In addition some graduates have attended medical and dental schools and some have gone on to law school.

In both the Chemistry and Biochemistry programs, the departmental General Education Area recommendations are six credits of modern language from AREA III, Area IV, or FREE AREA.

MINOR. The minor in Chemistry will include the following requirements: Organic chemistry (6 credits), Physical chemistry (6 credits), Chemistry Laboratory (3 credits).

**CHEMISTRY**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>FRESHMAN</td>
<td>General Analytical Chemistry I-II</td>
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<tr>
<td></td>
<td>Pre Calculus-Analysis I or Analysis I-II</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Electives*</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Introduction to Philosophy</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>1%</td>
</tr>
<tr>
<td>SOPHOMORE</td>
<td>Organic Chemistry I-II</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Inorganic Chemistry</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Analysis II-III or Analysis</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>III and Diff. Equations</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Elements of Physics</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Theology I</td>
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<tr>
<td></td>
<td>Computer Science I</td>
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<td>JUNIOR</td>
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<td>Instrum. Anal.</td>
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<td>Physical Chemistry I-II</td>
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<td>Chemical Literature-Seminar</td>
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<td>Electives</td>
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<tr>
<td></td>
<td>Ethics</td>
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<td></td>
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<tr>
<td>SENIOR</td>
<td>Adv. Inorganic Chem.-Inorg. Lab</td>
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<td>TOTAL:</td>
<td>143 credits</td>
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</table>

* Department recommends Comm. 100 and Engl. 107

N.B. For A.C.S. certification, Chemistry majors must complete Analysis III, Math 341, and two upper division chemistry electives.
BIOCHEMISTRY

The Bachelor of Science program in biochemistry is based on the chemistry program and includes courses in general biology and advanced biochemistry. Students will use cognate electives to choose additional courses in biology, chemistry, computer science, mathematics or physics according to their personal interests.

MINOR.
The minor in Biochemistry will include the following requirements: Organic chemistry (6 credits), Biochemistry (3 credits), Biophysical Chemistry (3 credits), Chemistry Laboratory (3 credits).

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>MAJOR</td>
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<td>Biol. 141-142</td>
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<td>General Biology I-II</td>
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<td>GE AREA V</td>
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<td>Introduction to Theology</td>
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<th>Sophomore Spring</th>
<th>Junior Fall</th>
<th>Senior Fall</th>
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<td>GE AREA IV</td>
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<td>Elective</td>
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<td>GE AREA V</td>
<td>Phil. 210</td>
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<td>Theology II</td>
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<td>GE AREA V</td>
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<th>Senior Fall</th>
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<td>6</td>
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<td>GE AREA V</td>
<td>Phil-T/RS</td>
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<tr>
<td>GE AREA II</td>
<td>Social/Behavior</td>
<td>15</td>
<td>16%</td>
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</tbody>
</table>

TOTAL: 143 credits

* Department recommends Engl. 107, Comm. 100

N.B. for A.C.S. certification, Biochemistry majors must take Math 114, 221, 222, 341, Physics 140-141 in place of Physics 120-121, and Chem. 440 and 440L.

** COGNATE ELECTIVES for the biochemistry major may be taken in any of the following disciplines: biology, chemistry, computer science, environmental science, mathematics, physics and certain psychology courses.
CHEMISTRY-BUSINESS

The Chemistry-Business major combines theoretical and technical instruction in Chemistry with management training in Business. Graduates of this program will be concerned not only with chemical research and technological development but also with management problems in science-related industries.

Most chemistry majors tend to be research-oriented although almost half of the approximately 100,000 chemists employed in American private industry are engaged in work other than research and development: management, marketing and sales. This combined degree was formulated to prepare chemists to assume these latter responsibilities.

From the point of view of the business student, almost one-third of all business graduates can expect to be employed in a chemistry related field: pharmaceuticals, plastics, petroleum, etc. Most business majors employed in such industries must develop, often on their own, the technical knowledge needed to understand their company’s operations and products. A fundamental background in chemistry as provided in this concentration is a distinct advantage to individuals planning such a career.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>FRESHMAN</td>
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<td>MAJOR</td>
<td>Gen. Analytical Chem. I-II</td>
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<tr>
<td>COGNATE</td>
<td>Pre-Calculus Math &amp; Anal. I</td>
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<tr>
<td>GE AREA II</td>
<td>Principles of Micro-Macro. Eco.</td>
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<tr>
<td>GE AREA III</td>
<td>Elective*</td>
<td>3</td>
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<td>PHYS EDUC</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPRING</td>
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<tr>
<td></td>
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<td>4</td>
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</table>

| SOPHOMOR   |                             | FALL   |
| MAJOR      | Organic Chemistry I-II      | 4      |
| MAJOR      | Financial-Managerial Acctg. | 3      |
| GE AREA IV | Electives                  | 6      |
| PHYS EDUC  | Physical Education          | 1      |
| GE AREA IV | Theology                   | 3      |
| GE AREA V  | Ethics                     | 3      |
| PHYS EDUC  | Physical Education          | 1      |
| GE AREA V  | Business Ethics-Theology II | 3      |
|            |                             | 17     |

JUNIOR

| MAJOR       | Industrial Chemistry I-Elective at 210 level or higher | 3  |
| MAJOR       | Seminar                                                 | 1  |
| MAJOR       | Principles of Management I                             | 3  |
| MAJOR       | Principles of Management II                            | 3  |
| MAJOR       | Intro. to Marketing                                    | 3  |
| MAJOR       | Intro. to Finance                                      | 3  |
| COGNATE     | Information Systems                                     | 3  |
| COGNATE     | Special Topics in Statistics                            | 3  |
| GE AREA II  | Elective                                                | 3  |
| GE AREA IV  | Elective                                                | 3  |
| GE AREA V   | Business Ethics-Theology II                             | 3  |
| GE AREA V   | Business Ethics-Theology II                             | 3  |
|            | 18 19                                                   |

SENIOR

| MAJOR       | Intro to Mgt. Science-Prod. and Op. Mgt.               | 3  |
| MAJOR       | Legal Environment of Business                          | 3  |
| COGNATE     | General Physics                                        | 3  |
| GE AREA II  | Electives                                              | 3  |
| GE AREA IV  | Electives                                              | 3  |
| GE AREA V   | Elective                                               | 3  |
| GE FREE     |                                                        | 6  |
|            | 18 18                                                   |

TOTAL: 139 credits

* Department recommends Comm. 100 and Engl. 107
The program Chemistry-Computers is designed to provide a vehicle for preparing students in the area of intensive computer use in the field of chemistry. The use of computers has long been important in chemistry, but in recent years areas such as molecular modeling and design have become increasingly important. Drug companies use these techniques for the design of drugs for particular medical problems. In addition, most of the modern analytical instruments are highly enhanced by on-line computer processing of data. This program is designed to enable students to enter industry or graduate programs in areas such as computational chemistry, chemical information retrieval, or molecular design.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FRESHMAN</th>
<th>SPRING</th>
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<tr>
<td>MAJOR</td>
<td>Chem. 112-113</td>
<td>Gen. &amp; Anal. Chem.</td>
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<td>4%</td>
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<td>MAJOR</td>
<td>CMPS 134-144</td>
<td>Computer Science I-II</td>
<td>3</td>
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<tr>
<td>COGNATE</td>
<td>Math. 142-114</td>
<td>Discrete Structures-Analysis I</td>
<td>4</td>
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<tr>
<td>GE AREA III</td>
<td>Communications*</td>
<td>Electives*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA II</td>
<td>Social/Behavior</td>
<td>Elective</td>
<td>3</td>
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<td>GE AREA V</td>
<td>Phil. 120</td>
<td>Intro. to Philosophy</td>
<td>3</td>
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<tr>
<td>PHYS. EDUC.</td>
<td>Ph.Ed.</td>
<td>Basic Phys. Ed.</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>18%</td>
<td>19%</td>
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</table>

| SOPHOMORE     | Chem. 232-233               | Org. Chemistry I-II | 4%      | 4%     |
|               | CMPS 240-250                | Data Struct.-Mach. Org. | 3       | 3      |
| COGNATE       | Math 221-222                | Analysis II-III | 4       | 4      |
| COGNATE       | Phys. 140-141               | Elements of Physics | 4       | 4      |
| GE AREA III   | Communications*             | Elective | 3       |        |
| GE AREA V     | T/R/S 121                   | Theology I | 3       |        |
| PHYS EDUC     | Ph.Ed.                      | Phys. Ed. | 1       | 1      |
|               |                             |          | 19%      | 19%    |

| JUNIOR        | Chem. 370                   | Instrumental Analysis | 5       |        |
| MAJOR         | Chem. 390-391               | Chem. Lit.-Seminar | 1       | 1      |
| MAJOR         | Chem. 362-363               | Physical Chemistry | 3       | 3      |
| MAJOR         | CMPS 352                    | Operating Systems | 3       |        |
| COGNATE       | Math 341                    | Differential Equations | 4       |        |
| GE AREA II    | Social/Behavior             | Electives | 3       | 3      |
| GE AREA IV    | Humanities                  | Electives | 6       | 3      |
| GE AREA V     | Phil. 210                   | Ethics | 3       |        |
|               |                             |          | 19       | 19     |

| SENIOR        | CMPS 362                    | Numerical Analysis | 3       |        |
| MAJOR         | Chem./CMPS Elec.            | Chem./CMPS Elec.* | 3       | 3      |
| MAJOR         | Chem. 493-494               | Undergrad. Research | 1½      | 1½     |
| GE AREA II    | Social/Behavior             | Elective | 3       |        |
| GE AREA IV    | Humanities                  | Electives | 3       | 6      |
| GE AREA V     | T/R/S 122; Phil.-T/R/S      | Theol. II; Phil.-T/R/S Elec. | 6       | 1      |
|               |                             |          | 16%     | 16%    |

TOTAL: 148 credits

* Department recommends Comm. 100 and Engl. 107
** Electives must be at 300 or 400 level.
## B.S. IN MEDICAL TECHNOLOGY

The Bachelor of Science in Medical Technology degree program, under the direction of Dr. Michael Cann, is designed to train and qualify students as medical technologists or clinical laboratory scientists serving hospitals, clinical laboratories, industrial or research institutions. The program meets and exceeds the requirements of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The program involves the satisfactory completion of the first three years of a curriculum of study (indicated below) at the University of Scranton and the fourth year of clinical education at a hospital having a School of Medical Technology approved by NAACLS. After completing the program, students take a national certification examination. To date the University has arranged affiliation with hospitals in the cities of Allentown, Wilkes-Barre, Scranton and Paterson. See affiliations at the end of this Bulletin.

The curriculum for the BSMT closely parallels the B.S. in Biochemistry program so that students have the option to change to the latter after two years, should their career goals change.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAJOR</td>
<td>Chem. 112-113</td>
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<tr>
<td>COGNATE</td>
<td>Biol. 141-142</td>
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<td>GE AREA III</td>
<td>Engl. 107 - Comm. 100</td>
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<tr>
<td>GE AREA V</td>
<td>Phil. 120</td>
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<td></td>
<td>General Biology I-II</td>
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<td>Composition-General Speaking</td>
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<tr>
<td>MAJOR</td>
<td>Clinical Chemistry</td>
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<td>MAJOR</td>
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<tr>
<td>MAJOR</td>
<td>Clinical Immunohematology</td>
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<tr>
<td>MAJOR</td>
<td>Clinical Immunology/Serology</td>
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<tr>
<td>MAJOR</td>
<td>Clinical Seminar</td>
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N.B. There is a $125 Clinical Year Fee charged for each semester of senior year to cover University administrative cost. The student is not, however, charged University tuition for the credits earned in senior year. Some hospitals may charge their own fees. The department has an outstanding record in having its students accepted into medical technology programs. It should be clear, however, that admission to clinical education is competitive and dependent on the student’s academic record and success in the interview. The hospital is responsible for selection. A delay in beginning the clinical education may delay a student’s graduation. Credits for senior year courses vary from 28 to 32 depending on the hospital. Course titles in that year may also vary.

TOTAL: 144.5 credits
In cases where a student withdraws from a chemistry lecture course, the student must also withdraw from the corresponding laboratory course unless a written waiver is provided by the department.

CHEM. 232-233  Staff
Organic Chemistry  6 credits
(Prerequisites Chem. 112-113) An introduction to the chemistry of the principal aliphatic and aromatic compounds of carbon and their derivatives. 3 hours lecture each semester.

CHEM. 232L-233L  Staff
Organic Chemistry Laboratory  3 credits
(Lecture is required as pre- or corequisite; Chem. 232L is prerequisite for Chem. 233L) Investigation of the chemical preparations and syntheses of major organic functional groups. 3 hours laboratory each semester.

CHEM. 240  Dr. Marx
Inorganic Chemistry  3 credits
(Prerequisite Chem. 113) Descriptive chemistry of main group and selected transition elements and their compounds correlated with the periodic table, physical properties, atomic and molecular structure.

CHEM. 320-321  Dr. Dickneider
Industrial Chemistry  6 credits
A review of chemical operations and unit or batch processes common to the industry. Econometric analysis involving supply-demand, productivity, commodity prices and costing is an important area covered as are measures of productivity and patent activity. 3 hours lecture.

CHEM. 330  Drs. Cann, Dickneider
Organic Chemistry III  2 credits
(Prerequisites: Chem. 232-233) A continuation of Chemistry 232-233, emphasizing the study of the major types of organic mechanisms. 2 hours lecture.

CHEM. 330L  Staff
Organic Chemistry III  1.5 - 3 credits
(Lecture is required as pre- or corequisite) Experiments involve advanced techniques in synthesis and characterization of organic compounds. 6 hours laboratory for chemistry majors and 3 hours laboratory for biochemistry majors.

CHEM. 340  Staff
Environmental Chemistry  3 credits
(Prerequisite: Chem. 232-233) A study of chemicals in the environment including their origin, transport, reactions, and toxicity in soil, water, air and living systems.

CHEM. 342  Staff
Environmental Toxicology  3 credits
(Prerequisite: Chem. 232-233, Biol. 141-142) This course will encompass several realms of environmental toxicology, including general toxicological theory, effects of contaminants on various biological systems, and discussion of environmental toxicological issues (i.e., specific case studies as well as the types of analyses used in these types of studies).
CHEM. 344  Staff  Environmental Geochemistry  3 credits  
(Prerequisite: Chem. 232-233) A consideration of the natural cycles (Carbon, sulfur, oxygen, water, etc.) that govern the chemistry of our planet. Also considered will be the origins of the elements and the origin, paleohistory, and composition of the planet itself. The effect of man's activities in natural resource use, ozone depletion, greenhouse gas production, and fossil fuel production and use will be examined in detail, with particular attention to their effects on the state of the oceans and the atmosphere.

CHEM. 350  Drs. Dreisbach, Wasilewski  General Biochemistry I  3 credits  
(Prerequisites: Chem. 233) An introduction to the study of biochemistry. A study of the chemical nature of lipids, carbohydrates, proteins, nucleic acids and enzymes including relationships among vitamins, hormones, and inorganic compounds. 3 hours lecture. Successful completion of Chem 350 precludes credit for Chem 450.

CHEM. 351  Drs. Dreisbach, Wasilewski  General Biochemistry II  3 credits  
(Prerequisite: Chem. 350) An introduction to the study of the metabolism of carbohydrates, lipids, amino acids and proteins, including energy transformations and the role of enzyme systems in the above processes. 3 hours lecture. Successful completion of Chem 351 precludes credit for Chem 451.

CHEM. 352  Staff  Chemical Toxicology  3 credits  
(Prerequisite: Chem. 233) The nature, mode of action and methods of counteracting substances which have an adverse effect on biological systems, especially human. Medical, industrial, and environmental forensic aspects will be discussed. 3 hours lecture.

CHEM. 360  Drs. Baumann, Hart  Biophysical Chemistry I  3 credits  
(Prerequisite: Chemistry 232-233) An introduction to the application of physical-chemical principles to biological problems. This involves aqueous solutions, colloidal chemistry, thermodynamics, electro-chemistry, chemical kinetics and nuclear chemistry. 3 hours lecture.

CHEM. 361  Drs. Baumann, Hart  Biophysical Chemistry II  3 credits  
(Prerequisite: Chem. 360) A continuation of Biophysical Chemistry I involving a study of atomic and molecular structure, spectroscopy, photo-chemistry, and surface chemistry with applications to biological and biochemical phenomena. 3 hours lecture.

CHEM. 360L-361L  Staff  Biophysical Chemistry Laboratory  3 credits  
(Prerequisite: Chem. 360L, is prerequisite for Chem. 361L) Experiments involve applications of physical-chemical techniques to biological problems. 3 hours laboratory each semester.

CHEM. 362-363  Drs. Baumann, Hart  Physical Chemistry I - II  6 credits  
(Prerequisites: Chem. 113, Math 222) A study of the physical-chemical properties of matter and the dynamics of chemical reactions. 3 hours lecture each semester.

CHEM. 362L-363L  Staff  Physical Chemistry Laboratory  3 credits  
(Lecture is pre- or corequisite; Chem. 362L is prerequisite for Chem. 363L) Experiments demonstrate physical-chemical properties of matter and reactions. 3 hours laboratory each semester.

CHEM. 370  Drs. Vinson, Sherman  Instrumental Analysis  2 credits  
(Prerequisite: Chem. 360 or 362) Instrumental methods of analysis consisting of theory and application of such instrumental techniques as spectroscopy, polarography, and instrumental titrimetry. 2 hours lecture.

CHEM. 370L  Staff  Instrumental Analysis Laboratory  3 credits  
(Lecture is required as pre- or corequisite) Experiments involve application of modern chemical instrumentation and techniques to quantitative analysis. 6 hours laboratory.

CHEM. 390  Dr. Cann  Chemical Literature and Writing  1 credit  
A study of the published source material of chemical science and industry. The course includes practical instruction in library technique and in the written reporting of results. 1 hour lecture.

CHEM. 391  Staff  Seminar  1 credit  
Current topics in chemistry, biochemistry, and industrial chemistry are prepared and presented by the students.

CHEM. 440  Dr. Marx  Advanced Inorganic Chemistry  3 credits  
(Prerequisites: Chem. 362-363 or 360-361) Theoretical concepts and their application to the reactions and structure of inorganic compounds. Coordination chemistry and related topics, physical methods and reaction mechanisms. 3 hours lecture.

CHEM. 440L  Staff  Advanced Inorganic Chemistry Laboratory  3 credits  
(Lecture is required as pre- or corequisite) Laboratory methods involving synthesis and characterization of inorganic compounds are developed. 3 hours laboratory.

CHEM. 450  Drs. Dreisbach, Wasilewski  Biochemistry I  3 credits  
(Pre or corequisites: Chem. 233 and 360 or 362) Structure-function relationships with emphasis on the organic and biophysical characteristics of proteins, lipids and carbohydrates are described. Enzyme mechanisms and kinetics and the thermodynamic basis of intermediary metabolism are major themes. 3 hours lecture. Chem. 450L Lab required of biochemistry majors. Successful completion of Chem 450 precludes credit for Chem 350.
CHEM. 450L  Staff Biochemistry Laboratory  3 credits  
(Lecture is required as pre- or corequisite)  
Experiments involve techniques used in characteri-
zation of biopolymers and study of enzyme kinetics.  

CHEM. 451  Drs. Dreisbach, Wasilewski  
Biochemistry II  3 credits  
(Prerequisite: Chem. 450) The discussion of inter-
mediary metabolism is continued from Chem 450 
with emphasis on lipid protein and nucleic acid 
metabolism. Chemical aspects of molecular biolo-
gy, including DNA replication, gene regulation and 
protein biosynthesis are included. 3 hours lecture.  
Successful completion of Chem 451 precludes 
credit for Chem 351.  

CHEM. 452  Drs. Dreisbach, Wasilewski  
Enzymology  3 credits  
A course in the chemical nature of enzymes with 
relation to mechanism of enzyme action and kinet-
ics, purification and identification of enzymes and 
isoenzymes, biochemical and physiological aspects 
of enzymes in living systems. 3 hours lecture.  

CHEM. 460  Drs. Baumann, Hart  
Physical Chemistry III  3 credits  
(Prerequisite: Chem. 363) Quantum mechanics and 
quantum chemistry, including classical problems, 
perturbation theory, variational theory and specif-
ic applications of molecular orbital theory to organ-
ic molecules and spectroscopic applications.  

CHEM. 464  Drs. Hart, Narsavage  
Polymer Chemistry  3 credits  
(Co-requisites: Chem. 330; Chem. 361 or 363) 
Survey of preparative methods for polymers; char-
acterization of polymers using physico-chemical 
methods, spectroscopy, and thermal analysis; struc-
ture-property relationships; and applications of 
polymers. 3 hours lecture.  

CHEM. 464L  Drs. Hart, Narsavage  
Polymer Chemistry Laboratory  1.5 credits  
(Pre - or Co-requisite: Chem. 330; Chem. 464)  
Laboratory experiments investigate synthesis and 
characterization methods for polymers, structure-
property effects, and thermal analysis of polymers.  
3 hours laboratory.  

CHEM. 493-494  Staff  
Undergraduate Research  3 credits  
(Prerequisite: Chem. 233, 360 or 362, 390)  
Individual study and research in connection with a 
specific chemistry or biochemistry problem.  
Results must be written as a thesis and defended 
before the department. 1.5 credits each semester.  

NSCI 103  Dr. Vinson  
The Ascent of Man  3 credits  
(GE Area I) Science and Technology from the 
ancient Greeks to the present will be discussed 
from the personal viewpoint of the scientists and 
inventors. Lectures will be supplemented by films, 
demonstrations, and field trips. 3 hours lecture.
COMMUNICATION

DR. GERMERO TH, Chairperson

The Department of Communication embraces the fields of broadcasting (radio and television), cable, film, journalism, advertising, public relations, and speech. Although the media are interrelated, students may concentrate in one of these fields. Some students, however, will seek a mixture or subspecialty which combines study in several Communication areas. The Department will adapt each student’s curriculum to his or her goals, and for this reason individual student advising by the Communication faculty is a high priority.

Students who major in Communication become knowledgeable about the subject matter from both humanistic and scientific perspectives. They also have several opportunities to acquire on-the-job experiences through departmental internships, as well as individualized study available through faculty directed projects and theses. A Communication degree program prepares students for professional careers and advanced studies. In addition, courses are designed to serve students in other departments of the University by developing their oral and written communication skills.

A student wishing to earn a B.A. degree in Communication must satisfactorily complete a minimum of 36 semester hours from the Department of Communication course offerings. Included among these 36 hours are six core courses which are required for all Communication majors.

DEGREE OFFERINGS AND REQUIREMENTS

A minimum of 36 hours in Communication subjects, including the following six required core courses:
Comm 110 Interpersonal Communication
Comm 120 Mass Communication
Comm 210 Logical and Rhetorical Analysis
Comm 220 Responsibility in Communication
Comm 310 Mass Communication Law
Comm 410 Communication Theory and Research

Electives may be selected from the following courses without necessarily concentrating in one area:

Adverting/Public Relations
Comm 225 Advertising
Comm 226 Writing for Public Relations
Comm 227 Public Relations
Comm 312 Organizational Communication
Comm 325 Advertising Copywriting
Comm 327 Public Relations Cases
Comm 380 Advertising Practicum

Broadcasting/Film
Comm 232 Film History
Comm 331 Mass Media Management
Comm 332 Documentary Film
Comm 334 Broadcast Programming
Comm 425 Cable Television
Comm 426 International Broadcasting
Comm 427 International Film
Comm 432 Film Theory and Criticism
Comm 433 Television Criticism

Communication Studies
Comm 211 Argumentation and Debate
Comm 214 Small Group Communication
Comm 231 Communication and Socialization
Comm 311 Political Communication
Comm 313 Nonverbal Communication
Comm 326 Political Advertising
Comm 411 Persuasion and Propaganda
Comm 416 Philosophy of Communication

Journalism
Comm 223 Radio Journalism
Comm 224 Newswriting
Comm 323 Television Journalism
Comm 324 Advanced Newswriting
Comm 328 News Editing
Comm 329 Graphics

Radio/TV Production
Comm 221 Radio Production
Comm 222 Television Production
Comm 321 Advanced Radio Production
Comm 322 Advanced Television Production
Comm 422 Educational Television
Comm 480 Television Practicum
## COMMUNICATION

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<th>Dept. and No.</th>
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<td>GE AREA III Comm 100*</td>
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| MAJOR Comm. 210 | Logical & Rhetorical Analysis | 3       |      |        |
| MAJOR Comm. 220 | Responsibility in Communication | 3       |      |        |
| GE AREA I Nat.Sci./Quant. | Elective           | 3       |      |        |
| GE AREA II Soc./Behav. | Electives          | 3       | 3    |        |
| GE AREA IV Humanities | Elective           | 3       |      |        |
| GE AREA V Phl. 210 | Ethics             | 3       |      |        |
| GE AREA V Phl.-T/R 122 | Elective        | 3       | 3    |        |
| PHYS EDUC Ph.Ed. | Phys. Educ.         | 1       | 1    |        |

| MAJOR Comm. 310 | Mass Communication Law | 3       |      |        |
| COGNATE Electives | Electives           | 6       | 3    |        |
| GE AREA I Nat. Sci./Quant. | Electives | 3       | 3    |        |
| GE AREA IV Humanities | Electives           | 3       | 3    |        |
| GE AREA V Phil.-T/R 121-122 | Elective | 3       | 3    |        |

| MAJOR Comm. 410 | Comm. Theory & Research | 3       |      |        |
| COGNATE Electives | Electives | 6       | 6    |        |
| GE FREE Electives | Electives | 3       | 6    |        |

**TOTAL: 127 credits**

* If student is exempted, no credits are required in Area III; 3 credits are added to Free Area.

**MINOR.** A student wishing to minor in Communication must satisfactorily complete 18 hours to be selected with the approval of the Department Chair. Nine of these hours must come from the following three options:

1) either Comm 110 Interpersonal Communication or Comm 120 Mass Communication

2) either Comm 210 Logical and Rhetorical Analysis or Comm 220 Responsibility in Communication

3) either Comm 310 Mass Communication Law or Comm 410 Communication Theory and Research.

(Comm 100 and Comm 484 do not count toward the minor.)
NOTE: All communication classes are Area III unless otherwise stated.

COMM. 100  Staff
Public Speaking  3 credits
This is a performance class which emphasizes the theory, composition, delivery, and criticism of speeches. Successful completion of COMM 100 (with a grade of C or better) fulfills the speech skills requirement of the University.

COMM. 110  Staff
Interpersonal Communication  3 credits
An investigation and analysis of the process and nature of human communication and its intrapersonal and interpersonal attributes.

COMM. 120  Staff
Mass Communication  3 credits
Historical survey of the nature, scope, and function of the print and electronic media in the United States. Economics, programming, and public control are some of the topics covered.

COMM. 210  Staff
Logical and Rhetorical Analysis  3 credits
A study of the principles of logic and persuasion, analysis of fallacies, and critical examination of the principles of structure in written and oral communication. Practice in briefs and abstracts with an emphasis on precision and clarity.

COMM. 211  Staff
Argumentation and Debate  3 credits
This course concentrates on the techniques of argumentation, persuasion, debate, and forensic. Focuses heavily on research, case construction, and formal analysis.

COMM. 214  Staff
Small Group Communication  3 credits
An examination of research, techniques, and principles of small group communication. Topics include problem-solving, decision-making, conflict resolution, leadership theories, interaction strategies, and participant roles.

COMM. 220  Staff
Responsibility in Communication  3 credits
(Prerequisites: Comm. 110 & Comm. 120) This course will consider the responsibilities of those in control of the mass media and the publics which are served. Different faculty may approach this course from various ethical-humanistic perspectives.

COMM. 221  Staff
Radio Production  3 credits
An examination of the dynamic industry roles of the radio producer/director. Areas to be studied include production theory and techniques which apply to station and program promotions, advertising, news, and music formats.

COMM. 222  Staff
Television Production  3 credits
Designed to provide both theoretical background and practical application of television production in and outside the studio. Various format types, production techniques, and artistic styles are studied. Opportunity for producing and directing television programs.

COMM. 223  Staff
Radio Journalism  3 credits
(Prerequisite: Comm. 221 or Comm. 224 or Comm. 328) With a focus on gathering and preparing news for broadcast (concentrating especially on interviewing techniques), this class will investigate various news formats and styles. At the mid-semester point, the class will begin operating as a news team.

COMM. 224  Staff
Newswriting  3 credits

COMM. 225  Staff
Advertising  3 credits
This course explores advertising as an institution in society, utilizing research, media planning, and creative strategies. Students will participate in the formulation of an advertising campaign plan for local businesses.

COMM. 226  Staff
Writing for Public Relations  3 credits
The study of the kinds of written communication used in the practice of public relations. This is a writing-intensive course that examines both print and broadcast media. Students work at terminals for written assignments. Students should, therefore, be Macintosh computer literate.

COMM. 227  Staff
Public Relations  3 credits
This course introduces the principles, practices, and theory of public relations as communication management. Strategies that create public images for organizations and sustain cooperative relationships with their various publics will be examined.

COMM. 232  Staff
Film History  3 credits
This course will trace the evolution of filmmaking from its earliest experimental stages to the modern feature film of today. The course will concentrate on the American film industry, its audience impact as a mass medium, and the genres of films which have evolved over the years. Selected screenings will reveal the transitions and refinements which characterize the medium of film. (GE Area III or IV).
COMM. 280  Staff  Advanced Public Speaking  3 credits  (Prerequisite: Comm. 100) Advanced principles and practices of speech construction, audience analysis, criticism, and delivery styles.

COMM. 310  Staff  Mass Communication Law  3 credits  (Prerequisite: Comm. 110, 120, 210 & 220; Juniors and Seniors only) Analysis and examination of statutory laws, congressional legislation, and federal rules and regulations governing the mass media in the United States. Focus on the First Amendment, libel and slander, privacy, copyright, free press/fair trial, obscenity, advertising, antitrust and monopoly, taxation, and licensing.

COMM. 311  Staff  Political Communication  3 credits  The study of rhetorical strategies used by the modern politician. Examination of American political rhetoric as well as rhetorical styles operative in foreign policy activities.

COMM. 312  Staff  Organizational Communication  3 credits  The study of communication behaviors, patterns, and strategies in organizations. Topics include power and politics, organizational cultures, human resources, conflict management, and negotiation. Historical and contemporary theories of organizing are examined and critiqued from a communication perspective.

COMM. 313  Staff  Nonverbal Communication  3 credits  A study of the nonverbal aspects of human interaction. Topics include impression management, social influence, form and function in design, proxemics, kinesics, and the symbolic environment.

COMM. 314  Staff  Legal Communication  3 credits  An examination of specific skills needed to promote effective and meaningful communication by the legal professional and the interface with clients, juries, judges, and the non-legal public.

COMM. 321  Staff  Advanced Radio Production  3 credits  (Prerequisite: Comm. 221) Building upon the foundation acquired in Comm. 221, students generate specialized projects of their own design. Then, working with the instructor and professionals from the radio industry, students produce and direct complete programs for broadcast.

COMM. 322  Staff  Advanced Television Production  3 credits  (Prerequisite: Comm. 222) Building upon the foundation acquired in COMM. 222, students pursue specialized projects in producing and directing programs for broadcast or cable distribution.

COMM. 323  Staff  Television Journalism  3 credits  (Prerequisite: Comm. 224 or Comm. 328) Broadcast journalism skills are refined through classroom and outside assignments. Production techniques, including tape editing, are explored. Television news formats are produced.

COMM. 324  Staff  Advanced Newswriting  3 credits  (Prerequisite: Comm. 224) Intensive training and practice in techniques of reporting and writing news stories and in covering public affairs. Familiarity with journalistic basics, style, and computer terminal operations required.

COMM. 325  Staff  Advertising Copywriting  3 credits  Students develop two separate creative campaign strategies for hypothetical clients of their own choosing. For these large-budget accounts, students must create copy for newspapers, magazines, broadcast, and direct mail, all with a consistent campaign theme.

COMM. 326  Staff  Critical Examination of rhetorical strategies used in twentieth century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.

COMM. 327  Staff  Public Relations Cases  3 credits  (Prerequisite: Comm. 227) This course places the student in a managerial, decision-making role in planning and executing public relations programs. A case-method approach is the predominant mode of instruction. Final project requires the development of a public communication campaign.

COMM. 328  Staff  News Editing  3 credits  (Prerequisite: Comm. 224) Preparing copy for publication. Correcting, improving and trimming stories. Headline writing, layout, graphics. Wire services, printing process. Students work at Macintosh computer terminals.

COMM. 329  Staff  Graphics  3 credits  (Prerequisite: Comm. 224) Visual aspects of print media. Typography, printing presses, handling photos and other art layout and design, introduction to desktop publishing. Familiarity with journalism basics, style, and computer terminal operations required.

COMM. 332  Staff  Political Advertising  3 credits  Critical examination of rhetorical strategies used in twentieth century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.

COMM. 333  Staff  Advertising Copywriting  3 credits  Students develop two separate creative campaign strategies for hypothetical clients of their own choosing. For these large-budget accounts, students must create copy for newspapers, magazines, broadcast, and direct mail, all with a consistent campaign theme.

COMM. 334  Staff  Critical Examination of rhetorical strategies used in twentieth century political campaigning. Case studies and student projects focus on the special uses of broadcast and print media in political advertising.

COMM. 335  Staff  Public Relations Cases  3 credits  (Prerequisite: Comm. 227) This course places the student in a managerial, decision-making role in planning and executing public relations programs. A case-method approach is the predominant mode of instruction. Final project requires the development of a public communication campaign.

COMM. 336  Staff  News Editing  3 credits  (Prerequisite: Comm. 224) Preparing copy for publication. Correcting, improving and trimming stories. Headline writing, layout, graphics. Wire services, printing process. Students work at Macintosh computer terminals.

COMM. 337  Staff  Graphics  3 credits  (Prerequisite: Comm. 224) Visual aspects of print media. Typography, printing presses, handling photos and other art layout and design, introduction to desktop publishing. Familiarity with journalism basics, style, and computer terminal operations required.
COMM. 331  Staff  
Mass Media Management  3 credits  
(Prerequisite: Comm. 120 or Comm. 220) The multi-faceted roles of managers in the various communication industries are examined. Special attention is given to technical, conceptual and humanistic concerns. Specific areas of study include: Management of self and personal relations, unions and contracts, community relations, audience analysis and measurement.

COMM. 332  Staff  
Documentary Film  3 credits  
This course traces the growth, development and influence of American and foreign nonfiction films, particularly their various functions as propaganda, public service and promotion, education, entertainment, and art.

COMM. 334  Staff  
Broadcast Programming  3 credits  
Study of programming strategies, practices, and operations of commercial radio and television stations. Topics include audience research, program acquisitions, scheduling, formats, syndication, promotion, and network-affiliate relationships.

COMM. 380  Staff  
Advertising Practicum  3 credits  
(Prerequisite: Comm. 225 or Comm. 325) Students function as a full-service advertising agency which provides clients with a complete array of services ranging from campaign creation to implementation and evaluation.

COMM. 410  Staff  
Communication Theory and Research  3 credits  
(Prerequisites: Comm. 110, 120, 210, and 220; Seniors only; offered only in Fall semester) Critical study and analysis of various theoretical models of communication, behavioral science theories, and communication research paradigms. Topics include information theory, scientific method, balance and congruity theories, cognitive dissonance, perception, attitude change, semantic differential, group dynamics, persuasion, and statistical methods.

COMM. 411  Staff  
Persuasion and Propaganda  3 credits  
An in-depth examination of the theoretical foundations and practical applications of those factors which influence the persuasibility of target audiences. Topics include attitudes, beliefs, values, behaviors, appeals, and reference groups.

COMM. 416  Staff  
Philosophy of Communication  3 credits  
A general study of the forces and dynamics which articulate the phenomenon of human communication by an examination of the human capacity to comprehend and realize fulfillment or wholeness through communication.

COMM. 422  Staff  
Educational Television  3 credits  
Instructional uses of the television medium by public television stations, schools, closed-circuit and cable systems. Types of educational programs are evaluated. Students work on preparing projects which may reflect their own pedagogical interests.

COMM. 425  Staff  
Cable Television  3 credits  
A study of cable television and its development and current place in the telecommunications industry. Topics include programming strategies, formats, multiple system operators, independents, syndication, sales, satellite services, pay-per-view, audience ratings, management, and the franchising process. Students develop their own research proposals for establishing new cable channels, networks, and services.

COMM. 426  Staff  
International Broadcasting  3 credits  
Comparative analysis of national and international media systems throughout the world. Emphasis on their origin, development, and operation.

COMM. 427  Staff  
International Film  3 credits  
An investigation of the major contributions and movements of various nations in the development and evolution of film as a multi-national and global industry.

COMM. 432  Staff  
Film Theory and Criticism  3 credits  
Critical examination of the major theoretical and analytical explanations of film’s effectiveness as an artistic form of communication. The work of classical, contemporary and experimental film scholars will be studied, and selected films depicting their observations will be screened. Film analysis and criticism projects will be designed by students. (GE Area III or IV)

COMM. 433  Staff  
Television Criticism  3 credits  
Analyses of radio and television programs and promotional strategies, including formats, scripts, talent, commercials, public service announcements, positioning, ratings, and network-affiliate relationships.

COMM. 480  Staff  
Television Practicum  3 credits  
(Prerequisites: Comm. 222 and Comm. 322) Communication seniors undertake significant areas of study resulting in a broadcast-quality videotape or audiotape suitable for airing by commercial or non-commercial television stations, radio stations, or cable systems.
COMM. 481  Staff
Internship  3 credits
(Prerequisites: Junior or Senior standing, plus appropriate course work, and faculty approval.) Highly recommended for every major, although not required, this on-the-job experience is guided by practitioners in the communication field and supervised individually by a faculty member in consultation with the student’s advisor and the department chair. An additional 3 credits can be earned—for a maximum of 6 credits—by petition to the Communication Department. (Internship credits cannot be used to fulfill requirements in the COMM. major, minor, or cognate; they can be used in the Free Area.) See Internship Director.

COMM. 482  Staff
Directed Independent Study  3 credits
(Prerequisite: Senior Standing) In consultation with the student’s advisor and department chair, the communication senior undertakes a significant area of study resulting in a major research paper. Students select a communication professor whom they wish to direct the study. Usually taken to augment an area of the student’s interest not substantially covered in available departmental courses.

COMM. 484  Staff
Special Topics  3 credits
In-depth departmental seminars on selected communication topics meeting the needs and interests of students. Topics vary from semester to semester.

COMM. 499  Staff
Senior Thesis  3 credits
(Prerequisites: Comm. 310 & Comm. 410) An optional research-based written project in which the serious communication senior, in consultation with the student’s advisor and department chair, selects an issue or problem for scholarly study, undertakes significant and meaningful research, and produces a major paper of publishable quality. Students select a communication professor whom they wish to direct their thesis. Strongly recommended for students who plan to attend graduate school.
COMPUTING SCIENCES
PROF. PLISHKA, Chairperson

The University of Scranton’s bachelor of science program in computer science dates from 1970—one of the oldest in the Commonwealth of Pennsylvania. The Computer Science Program is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), a specialized body recognized by the Council on Accreditation (COPA) and the U.S. Department of Education. The Computer Science Major provides an integrated introduction to Software Engineering along with the Mathematical skills needed in Computer Science. The program culminates in the senior year with the Computer Projects course. Research and internship opportunities are available. The Computing Sciences department may be reached on the World Wide Web at http://www.cs.uofs.edu.

<table>
<thead>
<tr>
<th>COMPUTER SCIENCE</th>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>MAJOR</td>
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<td>Computer Sci-I</td>
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<td>COGNATE</td>
<td>Math 142-114</td>
<td>Discrete Structures-Analy I</td>
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<tr>
<td>GE AREA III</td>
<td>Comm 100-Engl 107</td>
<td>Public Speaking-Composition</td>
<td>3 3</td>
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<td>Humanities</td>
<td>Electives</td>
<td>3 3</td>
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<td>GE AREA V</td>
<td>Phl. 120</td>
<td>Intro. To Philosophy</td>
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<td>MAJOR</td>
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<td>Data Structures - Mach Org</td>
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<td>Elements of Physics-I</td>
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<td>Tech &amp; Business Writing</td>
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<td>MAJOR</td>
<td>CMPS 352-344</td>
<td>Operating Sys-Prog Lang</td>
<td>3 3</td>
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<td>File Processing</td>
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<td>MAJOR</td>
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<td>Computer Architecture-Software</td>
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<td>Eco. 153-154</td>
<td>Principles of Micro.-Macro. Eco.</td>
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<td>T/R 121</td>
<td>T/R Elective/Phil. 214</td>
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<td><strong>139 credits</strong></td>
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* The three electives in the major must be chosen from CMPS 341, 354, 360, 362, 364, 370, 372, 384, 393, 440, and 481.

**COGNATE – Senior year electives must include one science course for science majors and either a science course at the 300 level or above, or a mathematics major course at the 200 level or above.

MINOR. The Minor in Computer Science must include CMPS 134,144, and 240 and any three of the courses CMPS 250, 260, 344, 350, 352, 354, 360, 364, 370, 372, 374, 384, or 440.
COMPUTER INFORMATION SYSTEMS

This program investigates the analysis, design, development, implementation, evaluation and effective use of computer information systems in organizations. Since business and government are principal users of computers, Computer Information Systems majors will select cognates from the School of Management or from the Public Administration Program. Students are encouraged to participate in an internship.

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<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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**TOTAL:** 134 credits

Elective courses in the Computer Information Systems major must be CMPS courses numbered 200 or higher.

School of Management Cognates-Mgt 351 and OIM 351 are required. Select one from the following: Eco. 364 or 365, Fin 351, Mkt 351, Mgt 352, 361, 471, OIM 352 or 361.

Public Administration Cognates-Select three from the following: Pol Sci 210, 227, 230, 322, 324, 325, or 327.

**MINOR.** The Minor in Computer Information Systems must include CMPS 134, 144, 330, and 331, and any two of CMPS 104, 240, 340, or 341.
CMPS 102  Computer Literacy  3 credits
The computer is a tool that amplifies our intellec
tual ability and helps in problem solving. This course includes the presentation of issues in com-
puting that impact on our personal lives and raise
important societal concerns. Laboratory exercises introduce students to important computer-based
problem-solving tools including word processors,
electronic spreadsheets, and statistical and graph-
ics software. 2 hours lecture and 2 hours laborato-
ry; lecture and lab must be taken concurrently;
withdrawal from one requires withdrawal from
both. (GE Area I; students who earn credit for
CMPS 104 may not take CMPS 102)

CMPS 104  Computing for Business  3 credits
and Social Sciences
This course focuses on computer applications and
issues in business and social sciences as they relate
to careers, personal lives and important societal
concerns. Laboratory exercises introduce students
to important computer-based problem-solving
tools including word processors, electronic spread-
sheets, and statistical and graphics software on
various computer systems from Personal
Computers through networking through main-
frames. 2 hours lecture and 2 hours laboratory;
lec-
ture and lab must be taken concurrently. (GE Area
III; students who earn credit for CMPS 102 may
not take CMPS 104)

CMPS 108  COBOL Programming  3 credits
(Prerequisite: Previous use of a computer) An intorodu-
tion to ANSI standard COBOL. Traditio-
nal business applications will be emphasized.
Topics include internal data representation, data
editing, calculations, one-level tables, search, sort,
and reporting. (GE Area III)

CMPS 134  Computer Science I  3 credits
An introduction to programming concepts and
methodology using the programming language
Pascal. The course emphasizes a structured pro-
gramming approach. Topics included are problem
analysis, modularization, top-down design, and the
elements of the programming language Pascal.

CMPS 144  Computer Science II  4 credits
(Prerequisite: CMPS 134 and MATH 142) A sequel to CMPS 134, continuing the study of soft-
ware development using a modern object-oriented
programming language. The course deals with the
role of analysis and design in the construction of
quality software, emphasizing logical modulariza-
tion, abstraction, coupling, cohesion, and program
correctness. The course also presents the object-
oriented concepts of polymorphism and dynamic
dispatch and discusses such software engineering
concepts as encapsulation, information hiding, and
software reuse.

CMPS 240  Data Structures  3 credits
(Prerequisite: CMPS 144) An examination of the
issues of representation and encapsulation, as they
pertain to abstract data types. Measurement of the
efficiency of representations and the algorithms
that employ them. A modern object-oriented pro-
gramming language is used.

CMPS 250  Machine Organization and
Assembly Language Programming
(Prerequisite: CMPS 144) An introduction to
machine organization and architecture. Among the
topics discussed will be machine organization,
assembler programming, the representation of
data, the assembler, input-output routines and the
use of macros.

CMPS 260  Theoretical Foundations
of Computer Science  3 credits
(Prerequisite: CMPS 240) An examination of the
fundamental models and concepts of computation —
automata, formal languages, and grammars — and
how they are related. Church-Turing thesis; recur-
sive and recursively renumerable sets; unsolvable
problems; complexity of algorithms; Chomsky
hierarchy.

CMPS 330  Information Systems  3 credits
(Prerequisite: CMPS 102 or CMPS 104 or CMPS
134) Introduction to concepts and practices of
information processing. Computerized system
requirements and techniques in providing appropri-
ate decision-making information to management.

CMPS 331  Systems Analysis and Design
(Prerequisite: CMPS 330) A study of the system
development methodology and the role played by
the systems analyst in developing user-accepted
information systems.

CMPS 340  File Processing  4 credits
(Prerequisite: CMPS 144 required, CMPS 240 rec-
ommended.) File structures concepts and file pro-
cessing applications using COBOL as a program-
ming language. Topics include file maintenance
and storage management; file searching, sorting,
and merging; sequential processing; index struc-
tures; B-trees; hash tables; indexed sequential
files; database concepts.

CMPS 341  Database Systems  3 credits
(Prerequisite: CMPS 340 required, CMPS 240 rec-
ommended) An introduction to database manage-
ment systems, DBMS, with an emphasis on rela-
tional database design and applications. The pri-
mary software used is ORACLE DBMS.
CMPS 344
Programming Languages 3 credits
(Prerequisite: CMPS 352) A study of program-
ing languages from both the theoretical and prac-
tical perspectives. The evolution of languages is reviewed in order to know the design considera-
tions of the past and recognize those of the present. A survey of major and developing paradigms and languages is undertaken which includes use of spe-
cific languages to broaden the student’s experi-
ence. Implementation is studied through an intro-
duction to compiling and interpretation.

CMPS 350
Computer Architecture 3 credits
(Prerequisite: CMPS 250) A study of the logical
structure of computer system organization includ-
ing a survey of logic and design with an emphasis
on functional components. Topics include instruc-
tion sets, hard-wired and micro-programmed con-
troller and design of memory systems (caches and vir-
tual memory), I/O systems (interrupts, DMA, and
channels). Overview and examples of alternative
and advanced computer architectures (pipeline, array processors, multiprocessors).

CMPS 352
Operating Systems 3 credits
(Prerequisite: CMPS 240 and CMPS 250) The analysis and design of computer systems, includ-
ing operating system design, memory manage-
ment, scheduling, and the implementation of mul-
tiprogramming.

CMPS 354
Data Communications and Networks 3 credits
(Prerequisite: CMPS 352) A study of data commu-
nication and networking concepts, including dis-
tributed system architectures, electronic interfaces, data transmission, data link protocols, terminal
networks, computer communication, public data
networks, and local area networks.

CMPS 360
Analysis of Algorithms 3 credits
(Prerequisite: CMPS 240) A survey of methods for
designing and analyzing algorithms. Classic algo-
rithms from graph theory, combinatorics, and text
processing are examined, as are traditional design
strategies such as divide-and-conquer, backtrack-
ing, and dynamic programming. Other topics
include NP-completeness and parallel algorithms.

CMPS 362
Numerical Analysis 3 credits
(Prerequisite: CMPS 134 and MATH 222) A sur-
vey of numerical methods for solving equations,
integration, differentiation, interpolation, differen-
tial equations, and linear algebra, and the analysis
of error.

CMPS 364
Theory of Computation 3 credits
(Prerequisite: CMPS 260) The development of a
theoretical notion of computability and its relation-
ship to Turing computability and recursive func-
tions; the study of the relationships between automata, formal languages, and grammars.
CRIMINAL JUSTICE

PROF. PRYLE, Chairperson

The BS Degree program in Criminal Justice has the following objectives: 1. to prepare students for careers in law enforcement at the local, state or federal levels (FBI, Departments of Defense, Treasury, Justice); 2. to prepare students for careers in the field of correction and rehabilitation: parole, prisons, juvenile delinquency, etc.; 3. to provide students with academic preparation for advanced study in law, criminology, public administration and related fields. The Criminal Justice major is administered by the Department of Sociology/Criminal Justice, which also administers the Sociology and Gerontology degree programs. An Advisory Board of Community leaders working in the field of law enforcement and criminal justice has been established to work with University officials and faculty.

CRIMINAL JUSTICE

Dept. and No. Descriptive Title of Course Credits FRESHMAN FALL SPRING

MAJOR CJ 110-S/CJ 213 Intro. to Criminal Justice- Criminology 3 3

COGNATE Soc. 110 Introduction to Sociology 3

GE AREA I Nat. Sci./Quant.* Elective 3

GE AREA III Communications Electives 3 3

GE AREA IV Humanities Electives 3 3

GE AREA V Phil. 120-T/RS 121 Intro. Philosophy/Theology I Physical Education 3 3 1 1

PHYS EDUC Ph. Ed. 1

SOPHOMORE

MAJOR S/CJ 210-S/CJ 212 Law and Society- Criminological Research 3 3

COGNATE Psych. 110 Fundamentals of Psychology 3

COGNATE Psych. Elective Psychology Elective 3

GE AREA I Elective 3

GE AREA IV Humanities 3 3

GE AREA V Phil. 210 Ethics 3

PHYS EDUC Ph. Ed. Physical Education 1 1

JUNIOR

MAJOR CJ Elec. Criminal Justice Electives 3 3


COGNATE Soc. Sci. Elec. Social Science Electives 3 3

GE AREA I Nat.Sci./Quant.* Elective 3 3

GE AREA IV Humanities Elective 3

GE AREA V T/RS 122 Theology II 3 3

GE FREE Elective* 3 3

SENIOR

MAJOR CJ Elec. Criminal Justice Electives 3 3

MAJOR CJ 480-481* /Elec. Internship/Electives 3 3

COGNATE Soc. Sci. Elec. Social Science Elective 3

GE AREA IV Humanities Elective 3

GE AREA V Phil.-T/RS Philosophy and/or Religious Studies 3 3

GE FREE Electives 3 3

TOTAL: 127 credits

Department Recommendations:

* In GE Area I, the department recommends Nursing 100, Family Health, Physics 101, 102, 103, 106, 108; C/CJ 200, Forensic Science. In GE AREA III, CMPS 104 and Wrtg. 212, Writing for the Law, are highly recommended. If the student has not otherwise satisfied the University’s proficiency requirement, Engl. 107 and Comm. 100 must be taken. In GE AREA IV, the department recommends Hist. 110-111, History of the U.S.; HIPS 317-318, American Constitutional and Legal History; in GE AREA V, T/RS 326, Church and Contemporary Social Issues.

** In the Free Area, the department strongly recommends Acc. 253, Financial Accounting; Acc. 254, Managerial Accounting; Mgt. 351, Principles of Management I.

In the COGNATE, the department recommends Pol. Sci. 210, State and Local Government; Psych. 225, Abnormal Psychology; PSYCH. 224, Personality; Soc. 116, Community Organization; Soc. 118, Child Welfare; Soc. 231, Urban Sociology; Soc. 224, American Minority Groups; Soc. 228, Social Psychology.

MINOR: A minor in Criminal Justice will require eighteen credits. There are three required courses: Soc. 110: Introduction to Sociology; CJ 110: Introduction to Criminal Justice; and S/CJ 213: Criminology. The following elective courses are strongly recommended by the department in criminal justice sequence: S/CJ 212: Criminological Research; S/CJ 214: Juvenile Delinquency; S/CJ 210: Law and Society; and CJ 312: Criminal Law.
CJ 110  Profs. Friedrichs, Baker, Dr. Wright  
Introduction to Criminal Justice  3 credits  
A foundation course examining problems in the study of crime and criminal justice, basic elements of criminal law and constitutional rights, and the functions of, as well as the relationship between, major components of the criminal justice system; agencies and role of law enforcement; prosecution; the judicial process, and corrections.

S/CJ 210  Prof. Friedrichs, Atty. Cimini  
Law and Society  3 credits  
The relationship between law and society, or the interaction of legal and social variables. Examines jurisprudential and social theories of law; development of law; the role of the legal profession; legal behavior and decision-making; and law and social change.

S/CJ 212  Drs. Rielly, Wright  
Criminological Research  3 credits  
Survey of methods and techniques for achieving interpretable results in research in the criminal justice field; research design; data collection.

S/CJ 213  Drs. Rielly, Wright  
Criminology  3 credits  
Crime as a form of deviant behavior; nature and extent of crime; past and present theories; evaluation of prevention, control and treatment programs.

S/CJ 214  Drs. Rielly, Wright  
Juvenile Delinquency  3 credits  
Nature and extent of delinquency: competing explanatory models and theories; evaluation of prevention, control, and treatment programs.

S/CJ 218  Atty. Cimini  
The American Court System  3 credits  
The court as a key component of the criminal justice system is examined. Philosophical, historical, comparative and typological perspectives are reviewed; the organization, structure and procedures of the court are analyzed, and roles of the major courtroom participants are explored. Court administration, planning and reform.

S/CJ 220  Atty. Cimini, Drs. Wright, Rielly  
Penology: The American Correctional System  3 credits  
Analysis and evaluation of contemporary correctional systems; theories of punishment; discussion of recent research concerning the correctional institution and the various field services; the history of corrections in Pennsylvania.

S/CJ 221  Mr. Conlon, Dr. Wright  
Probation and Parole  3 credits  
Examination of community treatment in the correctional process; contemporary usage of pre-sentence investigation, selection, supervision, release of probationers and parolees.

S/CJ 224  Prof. Friedrichs  
Sociology of Deviance  3 credits  
Critical examination of theories and empirical studies of social deviance, focusing upon the formulation and application of deviant labels, organizations relating to deviance, and deviant behavioral patterns. Special attention given to noncriminal forms of deviance.

S/CJ 225  Prof. Friedrichs  
White Collar Crime  3 credits  
A study of white collar crime, including corporate misdeeds, political corruption, occupational illegality and upperworld deviance. This course will explore the causes, consequences, and criminal justice system response to white collar crime.

S/CJ 227  Prof. Baker  
Organized Crime Patterns  3 credits  
The national and international organizational structure of organized crime will be analyzed. Primary attention will be given to comparative theories and concepts. The various methods of prosecution, investigation, and control will be discussed.

CJ 230  Prof. Baker  
Crime Prevention  3 credits  
This course analyzes the basic theories of crime prevention and will examine current developments in criminal profiling and crime analysis. A review of crime prevention concepts utilized in the public and private sectors will focus on programs involving citizens, community and agency interrelationships.

S/CJ 232  Prof. Baker  
Public Safety Administration  3 credits  
An overview of the public safety field—it’s philosophy, disciplines and research. The course will focus on an examination of the police and governmental responses to disaster and accidents. A primary emphasis will be given to the various analytical approaches to the study of terrorism. Methods of planning, investigation and prevention will be discussed.

S/CJ 234  Prof. Baker  
Criminal Justice Management  3 credits  
Basic principles and practices of administration and their application to law enforcement. Relationship of theoretical administrative concepts and practical police problems.

CJ 237  Prof. Baker  
The Investigative Process  3 credits  
This course considers appropriate investigative procedures concerning major criminal investigations. An analysis of specific investigative theories and courtroom applications will be conducted through learning simulation. The homicide court problem will focus on the preservation and admission of evidence.
S/CJ 284  Staff
Special Topics in Criminal Justice  3 credits
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the Chairperson and the Instructor.

CJ 310  Atty. Cimini
Criminal Justice Process  3 credits
A study of the law of criminal procedure, treating investigation and police practices, preliminary proceedings, and trial, as they relate to the development and structure of the American criminal justice system and as they affect offenders.

S/CJ 314  Atty. Cimini
The Bill of Rights & C.J.  3 credits
From the perspective of the criminal justice professional, this course addresses key principles enunciated in the first, fourth, fifth, sixth, eighth and fourteenth amendments to the Constitution of the United States.

S/CJ 316  Atty. Cimini
Principles of Evidence  3 credits
An examination of the law of evidence as it pertains to the trial of a criminal case. A discussion of the common law, pertinent statutes, judicial opinions, and rules, e.g., The Federal Rules of Evidence, as these relate to such concepts as direct and circumstantial evidence; opinion testimony, experts and exhibits; competence, relevance and materiality; privileges, hearsay and its exceptions.

S/CJ 317  Atty. Cimini
Trial, Jury and Counsel  3 credits
A consideration of the rights guaranteed by the Sixth Amendment to the Constitution of the United States, surveying constitutional provisions, statutes, court rules and cases concerning the right of a criminal defendant to a speedy and public trial, to trial by jury, and to the assistance of counsel.

S/CJ 318  Atty. Cimini
Civil Liability  3 credits
An examination of the law enforcement officer or employee as a defendant in a civil suit arising from the scope of his employment. Liability based upon rights statutes is examined, along with a consideration of the typical defenses.

S/CJ 324  Prof. Friedricks
Victimology  3 credits
An examination of the causes and consequences of crime victimization. The recent emergence of the study of the victim, the types and circumstances of victimization, and the nature of the criminal justice system’s response to crime victims are considered, along with the ethical and practical dimensions of crime victimization.

CJ 382-383  Staff
Independent Study in Criminal Justice  3 credits
Directed projects and surveys in criminal justice, law enforcement, and corrections designed to give the student academic flexibility. Prerequisite: consent of the Chairperson and the Instructor.

CJ 480-481  Prof. Baker, Dr. Rielly
Internship Experience  3 credits
Supervised experiential learning in an approved criminal justice setting taken preferably in junior and senior year. Prerequisite: permission of Instructor.
ECONOMICS

DR. SATYAJIT GHOSH, Chairperson

The Arts and Sciences major in Economics offers students a strong general liberal arts background and at the same time a thorough grounding in the most quantitative of the social sciences. Its major requirements parallel those of the school of Management Economics major (see p. 152), while its cognate provides background in the social sciences. This major is especially appropriate for students intending graduate studies in Economics, or careers in law or government service. Course descriptions for major courses begin on p. 153.

ECONOMICS

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**Recommended by the department.**

**See the math options on page 146. The student majoring in economics will take the first two courses in one of these options.

***Economic majors may apply up to six cognate credits toward a Math minor. Students taking the Math majors option are strongly urged to complete the calculus sequence by taking Math 222, particularly if they plan on pursuing graduate studies. Economic majors registered in the College of Arts and Sciences will apply their elective cognate credits to the following areas (exceptions require the permission of the CAS Dean): Political Science, Psychology, Public Administration, Sociology. Nine of credits must be in the same field. Care must be taken to observe prerequisites.**

ELECTRICAL ENGINEERING

DR. SPALLETTA, Director

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind. The Electrical Engineering major of the Department of Physics/EE prepares the student for the analysis and design of electronic systems and devices whose principal functions are the shaping and control of information. The department of Physics/EE offers four areas of focus: Computer Engineering, Biomedical Engineering, Optical Engineering, and Environmental Instrumentation Engineering. The specific electives for these areas of focus will be chosen in conjunction with the student’s academic advisor.

### ELECTRICAL ENGINEERING

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**SUMMARY:** 18 17

### SOPHOMORE

| MAJOR        | Engr. 240                   | 3       |
| MAJOR        | EE 241                      | 4       |
| MAJOR        | EE 243L                     | 4       |
| MAJOR        | Engr. 250-252               | 3       |
| MAJOR        | Engr. 253                   | 1       |
| MAJOR        | Engr. 254                   | 1       |
| COGNATE      | Phys. 270                   | 4       |
| COGNATE      | Math 222-241                | 4       |
| COGNATE      | Chem. 112                   | 3       |
| GE AREA V    | T/R 122                     | 3       |

**SUMMARY:** 18 17

### JUNIOR

| MAJOR        | EE 447-448                  | 3       |
| MAJOR        | EE 343-344                  | 3       |
| MAJOR        | EE 346                      | 3       |
| COGNATE      | Engr. 350                   | 3       |
| COGNATE      | Elective                    | 3       |
| GE AREA II   | Soc./Behavioral             | 3       |
| GE AREA IV   | Humanities                  | 3       |

**SUMMARY:** 17 19

### SENIOR

| MAJOR        | EE 449                      | 5       |
| MAJOR        | EE 450                      | 3       |
| MAJOR        | EE 451                      | 3       |
| MAJOR        | EE 452-453                  | 2       |
| MAJOR        | EE 454                      | 3       |
| GE AREA IV   | Humanities                  | 3       |
| GE AREA V    | Phil. 210-T/Rs              | 3       |

**SUMMARY:** 16 14

**TOTAL:** 136 credits

* The department recommends Engl. 107 and Comm. 100
** An Advanced technical course approved by the department.
*** The department recommends Eco. 210
**ELECTRONICS-BUSINESS**

The state of the business world today is such that a major portion of its administrative effort must be geared to the supervision of persons engaged in complex technological processes often involving applications of electronics. As a consequence, the ideal administrator is now one who is conversant with both good business practice and technological know-how. The Electronics-Business major provides a student with a program of carefully selected business and economics courses coupled with a series of coordinated physics and electronics engineering courses so as to provide preparation for an administrative career in an electronically oriented business enterprise. The program also provides sufficient preparation for further studies leading to the Master’s in Business Administration.

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</tr>
<tr>
<td>Phil. 210</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>GE AREA V</td>
<td></td>
<td>3</td>
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<tr>
<td>T/RS 122</td>
<td>Theology II</td>
<td>3</td>
<td></td>
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<tr>
<td>GE FREE</td>
<td>Elective</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td>17</td>
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<tr>
<td>SENIOR</td>
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<tr>
<td>MAJOR</td>
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</tr>
<tr>
<td>Mgt. 351-Mkt. 351</td>
<td>Principles of Management I</td>
<td>18</td>
<td>15</td>
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<td>MAJOR</td>
<td></td>
<td>3</td>
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<tr>
<td>Fin. 351-POM 352</td>
<td>Intro. to Finance - Production and Operations Management</td>
<td>3</td>
<td>3</td>
<td></td>
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<tr>
<td>GE AREA II</td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>QMS 351</td>
<td>Intro. to Management Science</td>
<td>3</td>
<td></td>
<td>3</td>
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<td>GE AREA IV</td>
<td></td>
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<tr>
<td>Humanities</td>
<td>Electives</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>GE AREA V</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>Phil-T/RS</td>
<td>Electives</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>18</td>
<td>15</td>
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</tr>
</tbody>
</table>

* Comm. 100 & Engl. 107 are recommended.

TOTAL: 139 credits
PRE-ENGINEERING

The University provides a pre-engineering program which introduces the student to the highly technical training necessary for all phases of the engineering profession. This is a two-year course of study which enables the student to transfer to another school to complete his degree work.

Of special importance is the University of Scranton’s association with the Cooperative Engineering Program at the University of Detroit Mercy, and its programs in chemical, civil, electrical, environmental, and mechanical engineering. For the student who has completed the pre-engineering curriculum at the University of Scranton, the Detroit Mercy three-year cooperative program offers alternate semesters of formal instruction and work experience in industry. A direct transfer program is available with Widener College, which may be either a Co-op program beginning in the summer preceding the Junior Year or a regular two-year program. In addition to the valuable experience gained from industry, many students have been able to pay the cost of their tuition from the remuneration received for their work. This amounts to a substantial equivalent scholarship grant.

Other schools into which University of Scranton students transfer include Lehigh, Bucknell, Penn State and Drexel.

Generally, different engineering programs have slightly different requirements which must be completed before starting the Junior Year. These will vary from school to school. Therefore, students should, before beginning the Sophomore year, consult with an advisor at the institution at which they plan to complete their studies.

ENGINEERING TRANSFER PROGRAM

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description &amp; Title of Course</th>
<th>Credits</th>
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<tr>
<td></td>
<td>FRESHMAN</td>
<td>FALL</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Phys. 140-141 Elements of Physics I-II</td>
<td>4 4</td>
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<tr>
<td>COGNATE</td>
<td>CMPS 134 Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Math 114-221 Analysis I-II</td>
<td>4 4</td>
</tr>
<tr>
<td>GE AREA III</td>
<td>Communications Elective*</td>
<td>3</td>
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<tr>
<td>GE AREA IV</td>
<td>Humanities Elective</td>
<td>3</td>
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<td>GE AREA V</td>
<td>Phil. 120 Introduction to Philosophy</td>
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<td>GE AREA V</td>
<td>TRS 121 Theology I</td>
<td>3</td>
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<tr>
<td>GE AREA II or IV</td>
<td>Elective Social Science or Humanities Elective</td>
<td>3</td>
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<tr>
<td>PHYS EDUC</td>
<td>Ph. Ed. Physical Education</td>
<td>1</td>
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</table>

18 17

TOTAL: 71 credits

* The Department recommends Engl 107, Composition, or if exempt, Wrtg 211, Technical and Business Writing.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course or Prerequisite(s)</th>
</tr>
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<tbody>
<tr>
<td>ENGR. 250</td>
<td>Engineering Mechanics-Statics</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Physics 140; Pre or corequisite:</td>
<td></td>
<td>Math 221) Various types of force systems; results and conditions of translational and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rotational equilibrium; stress analysis of the parts of different types of structures by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>graphical, algebraic and vector methods; frictional forces; centroids and second moments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of areas of solids. 3 hours lecture.</td>
</tr>
<tr>
<td>ENGR. 251</td>
<td>Engineering Mechanics-Dynamics</td>
<td>3</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Engr. 250; Pre- or corequisite:</td>
<td></td>
<td>Math 222) Kinematics of particles and rigid bodies which include linear, curvilinear,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>angular and relative motions; inertia forces, impulse, momentum, work, energy and power;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mechanical vibrations. 3 hours lecture.</td>
</tr>
<tr>
<td>ENGR. 252</td>
<td>Solid State Materials Science</td>
<td>3</td>
<td>Prof. Kalafut</td>
</tr>
<tr>
<td></td>
<td>(Prerequisites: Physics 270, Math 222) The</td>
<td></td>
<td>crystalline state of matter; multielectron atoms and the band theory of solids; quantum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>statistics; applications to p-n junction diodes including photodetectors, LEDs and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>photovoltaics; bipolar and field effect transistors; transistor modeling. 3 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lecture.</td>
</tr>
<tr>
<td>ENGR. 253</td>
<td>An Introduction to Computer Aided Design</td>
<td>1</td>
<td>Dr. Connolly</td>
</tr>
<tr>
<td></td>
<td>(Prerequisites: Math 114, Cmps. 134) This course</td>
<td></td>
<td>is an introduction to the methods of drafting and design using computer aided techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Topics to be covered include plane geometry construction, projection theory, sectional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>views, dimensioning, tolerancing and the development of working drawings. Extensive use</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will be made of commercially available CAD software packages. 2 hours laboratory.</td>
</tr>
<tr>
<td>ENGR. 254</td>
<td>3D Computer Aided Design</td>
<td>1</td>
<td>Dr. Connolly</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Engr. 253) This course is an</td>
<td></td>
<td>advanced computer aided design lab with emphasis on three-dimensional techniques. Topics to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>be covered include wireframe and solid modeling, rendering and boolean operations. A</td>
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<td></td>
<td>number of classes will be devoted to the use of a finite element program for mechanical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>analysis of CAD designs. Extensive use will be made of commercially available software</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>packages. 2 hours laboratory.</td>
</tr>
<tr>
<td>ENGR. 350</td>
<td>Applied and Engineering Mathematics</td>
<td>3</td>
<td>Dr. Fahey</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Math. 222, Physics 141) First and</td>
<td></td>
<td>second order differential equations with constant coefficients; Fourier series differential</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>equations with constant coefficients; Fourier series and Fourier Transforms; partial</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>differential equations and boundary value problems; special functions, e.g. Bessel</td>
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<td></td>
<td></td>
<td></td>
<td>functions and Legendre polynomials; elementary probability theory. (Also listed as</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phys. 350) 3 hours lecture.</td>
</tr>
<tr>
<td>ENGR. 352</td>
<td>Statistical and Engineering Thermodynamics</td>
<td>3</td>
<td>Dr. Varonides</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Physics 270) Derivation of</td>
<td></td>
<td>Thermodynamics from probability theory and atomic physics; Laws of Thermodynamics;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps;</td>
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<td></td>
<td></td>
<td></td>
<td>theory of gases and theory of solids. Special topics dependent upon interests of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>majors represented. (Also listed as Physics 352.) 3 hours lecture.</td>
</tr>
<tr>
<td>EE 240</td>
<td>Introduction to Digital Circuits</td>
<td>3</td>
<td>Dr. Berger</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Physics 141, Pre- or corequisite:</td>
<td></td>
<td>Math 222) Intermediate course treating Kirchhoff’s Laws, resistive networks, systematic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>methods, network theorems, first and second order transients, and sinusoidal steady-state.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction to SPICE. 3 hours lecture and 2 hours laboratory.</td>
</tr>
<tr>
<td>EE 241</td>
<td>Circuit Analysis</td>
<td>4</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: Physics 141, Pre- or corequisite:</td>
<td></td>
<td>Math 222) Intermediate course treating Kirchhoff’s Laws, resistive networks, systematic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>methods, network theorems, first and second order transients, and sinusoidal steady-state.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Major topics dependent upon interests of majors represented. (Also listed as Physics 241)</td>
</tr>
<tr>
<td>EE 243L</td>
<td>Digital System Design Laboratory</td>
<td>2</td>
<td>Dr. DiStefano</td>
</tr>
<tr>
<td></td>
<td>(Formerly EE 345L) Introduction to the design,</td>
<td></td>
<td>construction and testing of digital logic circuits. Most of the major components of a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>computer will be investigated. Use of computer program to draw circuits and designs. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hours laboratory.</td>
</tr>
<tr>
<td>EE 343</td>
<td>Electronic Circuits I</td>
<td>3</td>
<td>Dr. Varonides</td>
</tr>
<tr>
<td></td>
<td>(Prerequisites: EE 241, Engr. 252) Analysis and</td>
<td></td>
<td>design of analog electronic circuits using diodes, BJTs, and FETs. Emphasis is placed on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>amplifier circuits and their frequency dependence. 3 hours lecture.</td>
</tr>
<tr>
<td>EE 343L</td>
<td>Electronic Circuits I Lab</td>
<td>2</td>
<td>Dr. McGinnis</td>
</tr>
<tr>
<td></td>
<td>(Corequisite: EE 343) Experiments with diodes,</td>
<td></td>
<td>BJTs, and MOSFETs. Some of the experiments are short projects to introduce the student to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the application of design principles. 3 hours laboratory.</td>
</tr>
<tr>
<td>EE 344</td>
<td>Electronic Circuits II</td>
<td>3</td>
<td>Dr. McGinnis</td>
</tr>
<tr>
<td></td>
<td>(Prerequisite: EE 343, EE 343L) Laboratory</td>
<td></td>
<td>oriented course designed to acquaint students with the operation and design of electronic</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>instrumentation. Analysis of electronic instruments used in various applications and the</td>
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<td></td>
<td></td>
<td></td>
<td>design of special purpose instrumentation. Emphasis on use of operational amplifiers in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>design situations. 1 hour lecture and 3 hours laboratory.</td>
</tr>
</tbody>
</table>
EE 346  Dr. Berger  Digital Signal Processing  3 credits  (Prerequisite: EE 240, EE 241) A study of discrete-time signals and systems, convolution, z-transform, discrete Fourier transform, and FFT algorithms. Analysis and design techniques for digital filters and their realizations. Emphasis will be on the use of computer-aided interactive digital signal processing programs for several projects on signal analysis and filter design. 3 hours lecture.

EE 447  Dr. Varonides  Electromagnetics I  3 credits  (Prerequisites: Physics 270, Engr. 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. (Also listed as PHYS 447). 3 hours lecture.

EE 448  Dr. Zakzewski  Electromagnetics II  3 credits  (Prerequisite: EE 447) Magnetic materials, electromagnetic induction, displacement currents, Maxwell’s equations; radiation and waves; applications include transmission lines, wave guides, and antennas. (Also listed as PHYS 448). 3 hours lecture.

EE 448L  Dr. Zakzewski  Electromagnetics Design Laboratory  1 credit  (Corequisite: EE 448) Laboratory designed to emphasize and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as PHYS 448 L). 2 hours laboratory.

EE 449  Dr. Spalletta  Computer Interfacing  5 credits  (Prerequisites: EE 344, EE 346) Microprocessor programming and interfacing; data acquisition, manipulation and transmission; microprocessor support devices and common computer interfaces. Periodic written and oral presentations are required. 3 hours lecture and 4 hours laboratory.

EE 450  Staff  Control Systems  3 credits  (Prerequisites: EE 344, Engr. 350) Review of system modeling and Laplace Transforms; block diagram reduction and signal flow graphs; transient and steady-state control system characteristics; root locus and frequency response methods of analysis and compensation design; state variable methods. 3 hours lecture.
ENGLISH

DR. JORDAN, Chairperson

The English Department offers courses in literature, theatre, writing, film, pedagogy, and theory. Courses are designated as English (ENGL.), Theatre (THTR.), and Writing (WRTG.) and are described below under these groupings. In addition to the major in English, the department offers minors in English, in Theatre, and in Writing. English Majors may if they wish pursue either minors or tracks in Theatre and Writing. English majors pursuing tracks in Writing or Theatre may place these courses in either the elective or cognate area of the major. English majors pursuing minors in Writing or Theatre may place these courses in the cognate area of the major; courses used for a minor may not apply to requirements or electives within the major or within another minor.

ENGLISH MAJOR. The student majoring in English must take ENGL. 140 (English Inquiry), and eleven other courses designated ENGL., THTR., or WRTG. Six of these courses must satisfy six area requirements:

A. British Literature: Medieval and Renaissance (ENGL. 134, 139, 164, 165, 219, 226, 323, 335)
B. British Literature: Restoration and Eighteenth Century (ENGL. 244, 245)
C. British Literature: Romantic and Victorian (ENGL. 264, 371, 372, HUM 286)
D. American Literature to 1865 (ENGL. 324, 325, 326, 330, 344)
E. Modern British Literature (ENGL. 334, 336, 364)
F. American Literature 1865-Present (ENGL. 331, 332, 424, 425, 426, 427, 444)

To satisfy this requirement, students must complete one course from each area. Students are urged to fill these area requirements sequentially. The English major may take Theatre and/or Writing courses in the cognate but a particular course may not be listed in both the major and the cognate.

THEATRE TRACK. Completion of this track will be noted on the English Major's transcript. The student must complete a minimum of 15 credits. Courses counted toward the track include any course designated with the THTR. prefix as well as WRTG. 215, 217, and 315, and ENGL. 134, 222, 223, 226, 245, 335, 384, and 427.

WRITING TRACK. Completion of this track will be noted on the English Major's transcript. The student must complete a minimum of 15 credits designated with the WRTG. prefix, including at least one course in Creative Writing (WRTG. 213, 214, 215, 216, 217, 313, 314, 315, 316) and one in Applied Writing (WRTG. 210, 211, 212).

ENGLISH MINOR. To minor in English the student must take a minimum of 18 credits. One introductory class must be taken (ENGL. 102, 103, 104, 140, 202, 203, 205 or 206). The remaining fifteen credits must be taken in courses that would satisfy area or elective requirements in the English major.

THEATRE MINOR. To minor in Theatre the student must take a minimum of 18 credits. Three courses are required: 1) THTR. 110, 111, and THTR. 211 or 212. Elective courses counted toward the minor include any course designated with the THTR. prefix as well as WRTG. 215, 217, and 315. One elective may be ENGL. 104, 134, 223, 226, 245, 335, 384, 422, or 427.

WRITING MINOR. To minor in Writing the student must take a minimum of 18 credits in courses designated with the WRTG. prefix. At least one course is required in Creative Writing (WRTG. 213, 214, 215, 216, 217, 313, 314, 315, 316) and in Applied Writing (WRTG. 210, 211, 212).

ENGLISH

ENGL. 101 Staff
Introduction to Literature 3 credits
An exploration of the nature of prose fiction, poetry, and drama. The emphasis is critical rather than historical. The range of works and the specific selections may vary with the individual instructor.

ENGL. 102 Staff
Introduction to Fiction 3 credits
An exploration of the nature of prose fiction, its elements and techniques. The emphasis is critical rather than historical. The range of works and the specific selections may vary with the individual instructor.

ENGL. 103 Staff
Introduction to Poetry 3 credits
An exploration of the nature of poetry, its value, aims, and techniques. The emphasis will be critical rather than historical. The range of poems and the specific selections will be the choice of the individual instructor.

ENGL. 104 Staff
Introduction to Drama 3 credits
An exploration of the nature of drama, its types, techniques, and conventions. The emphasis will be critical rather than historical. The range of plays and the specific selections may vary with the individual instructor. This course may be counted toward the theatre minor.
<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
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<tr>
<td><strong>FRESHMAN</strong></td>
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<td><strong>FALL</strong></td>
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<tr>
<td>MAJOR</td>
<td>English Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA I</td>
<td>Medieval and Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA II</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA III</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA V</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS EDUC</td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>SOPHOMORE</strong></td>
<td></td>
<td>16</td>
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<tr>
<td>MAJOR</td>
<td>Restoration and Eighteenth Century</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA I</td>
<td>Foreign Language/Cognate</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA III</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA V</td>
<td>Ethics</td>
<td>3</td>
</tr>
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<td>PHYS EDUC</td>
<td>Theology II</td>
<td>3</td>
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<tr>
<td><strong>JUNIOR</strong></td>
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<td>16</td>
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<tr>
<td>MAJOR</td>
<td>American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA II</td>
<td>History or other cognates</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA III</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE FREE</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>SENIOR</strong></td>
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<td>15</td>
</tr>
<tr>
<td>MAJOR</td>
<td>American Literature 1865-Present</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>GE AREA IV</td>
<td>Foreign Language/Cognate</td>
<td>3</td>
</tr>
<tr>
<td>GE FREE</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>127</td>
</tr>
</tbody>
</table>

* Any student declaring an English major who has already completed nine or more hours of courses which will count toward the major but who has not completed ENGL. 140 will substitute an additional 400-level course for ENGL. 140.

For Freshman COGNATE sequence, History 120-121 or foreign language is recommended. For G.E. Area III, if student does not otherwise satisfy the University's proficiency requirements, Engr. 107 and Comm. 100 are required.

---

**ENGLISH**

**ENGLISH**

**ENGL. 105**

**Written Communication**

Staff

An introduction to non-expository forms of writing.

**ENGL. 107**

**Composition**

Staff

A study of expository and argumentative prose, and the processes and techniques effective writers use. Classical rhetorical strategies, a variety of grammatical and theoretical approaches, and (often) computer programs are employed to help students understand composition as a means of communication and as a mind-shaping discipline in the liberal arts tradition. (GE Area III)

**ENGL. 119-120**

**Masterworks of Western Civilization**

Dr. Jordan

6 credits

Study of masterpieces of literature from the Hebrew Old Testament and classic Greek to the modern European, illuminating the development of Western civilization.

**ENGL. 121**

**Myth of the Hero**

Dr. Jordan

3 credits

Mythic materials are examined to discover the underlying heroic archetypal patterns. Then modern literature is examined in the light of the same mythic patterns.
ENGL. 122  Dr. Gougeon
Classic American Stories  3 credits
As an introduction to the American short story, this course will examine representative examples of the genre from the 19th century to the present. Emphasis will be placed on the significance of individual works, but some consideration will be given to the evolving American milieu. Authors such as Hawthorne, Poe, Crane, Malamud, and Oates will be considered.

ENGL. 124  Dr. McInerney
History of Cinema  3 Credits
A study of historical development of motion pictures. Practitioners in America and throughout the world are treated in this concise history of cinema. Film screening fee. (GE Area IV)

ENGL. 125  Dr. McInerney
The Art of Cinema  3 credits
The study of the artists, technicians and businessmen who make films. Taped interviews of internationally famous film makers, as well as an analytic scrutiny of modern films, develop students’ intelligence, active participation in the major art form in modern culture. Film screening fee. (GE Area IV)

ENGL. 126  Dr. McInerney
Film Genres  3 credits
A study of the popular film genres (i.e., the western, the thriller, the musical, the historical epic, the woman’s picture as they developed and changed in the U.S. and abroad.) Film screening fee. (GE Area IV)

ENGL. 127  Dr. McInerney
Film Criticism  3 credits
A study of the grammar, poetics, rhetoric, and aesthetic of film criticism constitutes the heart of this course. Film screening fee. (GE Area IV)

ENGL. 130  Staff
Children’s Literature  3 credits
A broad study of literature for children since 1800, with the emphasis on American works since 1950, including aesthetic consideration of the art and design of picture books. Works are considered for children up to the age of 12.

ENGL. 133  Dr. Whittaker
Introduction to Irish Culture  3 credits
An exploration of Irish culture by means of the island’s major works of mythology, history, religion, folk story, fairy tale, song, verse, drama, and fiction. All readings in English.

ENGL. 134  Dr. Friedman
Shakespeare (A)  3 credits
An introduction to the works of William Shakespeare, including forays into each of the major dramatic genres (comedy, tragedy, history, and romance). Consideration will be given to the biographical and cultural contexts which helped to determine the reception and impact of individual works. This course may be counted toward the Theatre Track or minor.

ENGL. 139  Staff
Milton & 17th Century Poetry (A)  3 credits
Studying the poetry of John Milton, “a major figure,” the Metaphysical poets, and the Cavalier poets ought to bring the student to a reputable understanding of late English renaissance. The 17th century is a vital era for those wishing to understand the results of the Elizabethan Age and the onrush of the Restoration and 18th century poets.

ENGL. 140  Drs. Casey, Rakauskas, and Engel
English Inquiry  3 credits
An exploration of fiction, poetry, and drama. The approach is inductive; the aims are a greater understanding of literature, and an introduction to techniques of literary scholarship, theory, and research.

ENGL. 164  Dr. Beal
British Literature: Medieval and Renaissance (A)  3 credits
A detailed study of representative works and authors from the Anglo-Saxons to the seventeenth century. Though the emphasis will be on an intensive study of major works in their literary and cultural context, consideration will be given to minor writers as well.

ENGL. 165  Dr. Beal
Literature in the Age of Chaucer (A)  3 credits
The course will explore fourteenth-century non-dramatic vernacular literature. Authors studied, in addition to Chaucer, may include Langland, Kenke, and the Pearl Poet.

ENGL. 202  Staff
English Literature 450-1800  3 credits
A study of English literature from Beowulf to the beginnings of the romantic movement. The emphasis is textual and critical.

ENGL. 203  Staff
English Literature 1800 to the Present Day  3 credits
A study of English literature from the romantic period to the twentieth century. The emphasis again is textual and critical.

ENGL. 205  Staff
American Literature through the Romantic Period  3 credits
A study of major figures in America’s literature from the colonial period through the age of transcendentalism, including such figures as Edward Taylor, Jonathan Edwards, Hawthorne, Thoreau, Emerson, Melville, and Whitman.

ENGL. 206  Staff
American Literature to the Present Day  3 credits
A study of major figures in America’s literature from the beginnings of realism to today’s literature of revolt. Included will be such disparate authors as Twain, Dickinson, Dreiser, Lewis, Hemingway, Fitzgerald, Ginsberg.

ENGL. 219  Dr. Beal
Camelot Legend I (A)  3 credits
This course will examine the development of Arthurian legend—tales of knights and ladies associated with the court of King Arthur—from its early origins in Celtic and Latin medieval literature, through medieval romances and histories, culminating in Malory’s 
Morte Darthur.
ENGL. 220 Dr. Beal
Camelot Legend II 3 credits
(Prerequisite: Engl. 219 or Instructor’s permission.) The development and elaboration of the legend in twentieth century forms: novels, musicals, movies and the short story. Emphasis on writing and class discussion.

ENGL. 221 Dr. Jordan, Prof. Hill
Modern Poetry 3 credits
(Prerequisite: previous study of poetry) Modern poets ranging from Yeats and Hopkins to Plath and Hughes are examined. Major emphasis is placed on close critical readings of representative works.

ENGL. 223 Dr. McInerney
Dramatic Comedy 3 credits
Principles, modes, tactics used in dramatic comedy. The plays of writers ranging from Shakespeare to Neil Simon, as well as several films, will be analyzed as models. Opportunity for student writing of comedy. This course may be counted toward the Theatre Track or minor.

ENGL. 225 Dr. Whittaker
Writing Women 3 credits
In this course we will survey the issues raised in Virginia Woolf’s A Room of One’s Own and Carolyn G. Heilbrun’s Writing a Woman’s Life. We will discuss theoretical and practical essays incorporating British Marxist Feminism, French Psychoanalytic Feminism, and American Traditional Feminism. By the light of these approaches we will read short selections of fiction and poetry from Sappho to Willa Cather and Adrienne Rich.

ENGL. 226 Dr. Beal
Introduction to Late Medieval Drama (A) 3 credits
An introduction to the drama which flourished in the late fourteenth and fifteenth-century: the Corpus Christi cycle, morality plays such as Everyman, Mankind, and Castle of Perseverance, and the saint’s play. (Individual plays studied will change from year to year). This course may be counted toward the Theatre Track or minor.

ENGL. 227 Dr. DeRitter
Frankenstein’s Forebears 3 credits
An interdisciplinary exploration of the lives and works of one of England’s most fascinating literary families. William Godwin was an anarchist philosopher and novelist; Mary Wollstonecraft was a feminist, memoirist, and novelist; their daughter, Mary Shelley, is best known as the author of Frankenstein, while her husband, Percy Bysse Shelley, was a well-known poet and a political radical in his own right.

ENGL. 231 Dr. Whittaker
Woody Allen 3 credits
This course examines the films, the published screenplays, the volumes of short prose, and assorted interviews and articles. We will examine some of Woody Allen’s sources, such as Plato, Shakespeare, Joyce, and Bergman. Our approach will be historical and analytical.

ENGL. 244 Dr. DeRitter
British Literature: The Restoration and Eighteenth Century (B) 3 credits
Study in depth of the major works of such authors as Dryden, Pope, Swift, Boswell, and Johnson, among others. Due attention will be given to critical analysis, literary research, and historical, social, and political background.

ENGL. 245 Dr. DeRitter
Restoration and 18th-Century Drama (B) 3 credits
An examination of the major developments in comedy, tragedy, and experimental dramatic forms on the English public stage between 1660 and approximately 1775. Discussions will focus frequently on the social, political, and institutional changes which altered the ways in which theatre was produced during the period. The reading list will include works by Wycherley, Behn, Dryden, Otway, Congreve, Rowe, Addison, Steele, Gay, Lillo, Fielding, Goldsmith, and Sheridan. This course may be counted toward the Theatre Track or minor.

ENGL. 264 Drs. Casey andFraustino
British Literature: Romantic and Victorian Periods (C) 3 credits
A study of major literary works in nineteenth-century England: poetry, novels and non-fictional prose. The emphasis is threefold: critical analysis; literary history; social, intellectual and political background.

ENGL. 310 Dr. Rakauskas
Written Communication: Strategies for Teaching Writing 3 credits
This course for English/Ed majors emphasizes strategies for taking students into, through, and beyond the writing process. Students have many opportunities to plan and to design writing assignments, to conduct writing sessions, and to evaluate written composition. (GE Area III)

ENGL. 311 Staff
Magazine Editing 3 credits
The process of editing is surveyed. Macro-editing (publishing for a defined audience and delighting, surprising, informing, and challenging it) is emphasized over micro-editing (grammar, punctuation, and so forth). Both are fit into the larger picture of promotion, fulfillment, circulation, advertising, production, and distribution.

ENGL. 317 Dr. DeRitter
Race in Anglo-American Culture, 1600-1860 3 credits
This course will examine Anglo-American portrayals of African- and Native American peoples in the early modern era. We will study works from both high culture (poems, plays, and novels) and low culture (Indian captivity narratives, frontier biographies, and slave autobiographies). The reading list will include writers such as Richard Hakluyt, Mary Rowlandson, John Dryden, Aphra Behn, James Fenimore Cooper, Herman Melville, Henry Wadsworth Longfellow, Catherine Maria Sedgwick, and Harriet Beecher Stowe.

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ENGL. 318 Dr. DeRitter
Milton’s Paradise Lost 3 credits
Intensive study of Milton’s masterpiece. In addition to our reading and discussion of the text itself, we will examine its biographical and historical context and explore a variety of critical approaches to the poem.

ENGL. 319 Dr. Casey
The English Novel: 3 credits
18th & 19th Century
The history of the English novel from its origins in the early 18th century until the end of the 19th century. The course focuses on such major figures as Defoe, Richardson, Fielding, Austen, Dickens and Eliot.

ENGL. 320 Dr. Passon
Introduction to Satire 3 credits
An exploration of the historical, critical, and conceptual nature of satire, including established satirical conventions and techniques. Representative examples in fiction, drama, and poetry, from a variety of literary periods, will be considered. Special emphasis will, however, be placed on British literature of the Restoration and Eighteenth Century, the Age of Satire. Though the course will focus on satirical literature, examples of satire from other media will be sampled.

ENGL. 321 Dr. Fraustino
Macabre Masterpieces 3 credits
This course studies works of horror—or Gothic—fiction in England and America that best exemplify this mode of writing as a serious art form in its exploration of the human mind, particularly abnormal psychology. Works we will read may include: Mary Shelley’s Frankenstein, Robert Louis Stevenson’s Dr. Jekyll and Mr. Hyde, Joseph Conrad’s Heart of Darkness, Bram Stoker’s Dracula, the works of Edgar Allan Poe, and others.

ENGL. 322 Prof. Hill
British Imperial Fiction 3 credits
The myths and meaning of the Imperial experience in the 19th and 20th centuries as represented in British fiction by Kipling, Conrad, Greene, Orwell and others.

ENGL. 323 Staff
Renaissance Poetry and Prose (A) 3 credits
Detailed study and discussion of several varieties of English literature written between the time of Sir Thomas More and John Milton. Lyric and narrative poetry, fictional and non-fictional prose, and drama will be included in course readings, discussions, and assignments. Typical authors covered include More, Surrey, Lyly, Spenser, Sir Philip and Mary Sidney, Donne, Webster, Jonson, Marvell, and Milton.

ENGL. 324 Dr. Gougeon
American Romanticism (D) 3 credits
This course will deal with representative short works of America’s six major Romantic authors: Emerson, Thoreau, Whitman, Hawthorne, Melville, and Poe.

ENGL. 325 Dr. Gougeon
Major Works: 3 credits
American Romantics (D)

ENGL. 326 Fr. Joseph Quinn
Transcendentalists (D) 3 credits
Course transcends typical limits of this literary period to Emerson and Thoreau’s major works. Thus, Orestes Brownson, Margaret Fuller, Ellery Channing, Theodore Parker are covered.

ENGL. 327 Prof. Schaffer
Introduction to Jewish Literature 3 credits
The course provides a broad literary overview of Jewish life from medieval times to the present, examining the poetry, fiction, memoirs, and drama of Jewish writers from a variety of cultures.

ENGL. 330 Dr. Gougeon
Masters of Darkness (D) 3 credits
This course will survey a significant sampling of the short works of three of America’s most famous “dark Romantic” writers: Melville, Hawthorne, and Poe. Consideration will be given to the historical milieu and the authors’ responses to the problems and promises of the American experience.

ENGL. 331 Fr. Joseph Quinn
Major Works of T'wain and James (F) 3 credits
Works to be studied include Twain’s Adventures of Huckleberry Finn and A Connecticut Yankee in King Arthur’s Court; James’ The Portrait of a Lady and The Ambassadors. These works will be examined both in terms of their historical context and by way of a comparative analysis of the two authors.

ENGL. 332 Fr. Joseph Quinn
Major Works of Hemingway and O’Hara (F) 3 credits
Works to be studied include Hemingway’s The Sun Also Rises and For Whom the Bell Tolls; O’Hara’s Appointment in Samarra and From the Terrace. These will be examined both in terms of their historical context and basic themes, and by way of a comparative analysis of the two authors. There will also be some investigation as to how certain authors either become or do not become academically and critically acceptable.

ENGL. 333 Dr. Gougeon
The Development of the American Novel 3 credits
This course will deal with representative novels produced in America from the late 18th to the 20th century. The course will focus on the novel as a representative of changing literary and cultural values throughout the period. Authors considered will include Charles Brockden Brown, Nathaniel Hawthorne, Mark Twain, Kate Chopin, John Steinbeck, and Kurt Vonnegut, Jr.
ENGL. 334 Fr. J.J. Quinn
Irish Short Story (E) 3 credits
Introduces American students to the variety and
richness of the short story from the pens of such
masters as Yeats, Joyce, Frank O’Connor, Lavin,
Kiely, F. O’Brien, McGovern, Jordan, Trevor,
Beckett and others. Serious craftsmen aware of the
verbal tradition, shapers of the Literary Revival,
these masters of language forge a literature that
affirms spiritual values in the midst of material
misery.

ENGL. 335 Dr. Friedman
Shakespeare: Special Topics (A) 3 credits
A detailed study of Shakespeare’s treatment of
either a particular genre (comedy, tragedy, history,
romance) or a particular subject that occurs across
genres. Special attention will be paid to the mean-
ing of plays in performance. This course may be
counted toward the Theatre Track or minor.

ENGL. 336 Fr. J.J. Quinn
Modern Irish Novel (E) 3 credits
A selective introductory course to Ireland’s
renowned modern novelists: FrancisSmart, John
McGahern, William Trevor, Nell Jordan, Brian
Moore, Bernard MacLaverty, John Banville and
others. These literary artists capture the verve, fla-
or, and life illumination that distinguish today’s
Irish novels.

ENGL. 344 Fr. Joseph Quinn, Dr. Gougeon
American Literature to 1865 (D) 3 credits
An in-depth study of a select group of major
American authors from the Colonial Period to the
Civil War. Included are Bradford, Franklin, Irving,
and Poe. Consideration given to the historical and
cultural milieu and development of major
American themes and attitudes.

ENGL. 351 Prof. Schaffer
The Cross-Cultural Novella 3 credits
This course aims both to foster an understanding
and appreciation of the novella as a distinct literary
form combining the short story’s unique focus on
character and closed plot structure with the novel’s
broader treatment of time and place and to intro-
duce the student to the literature of a variety of
continents and cultures. The course will deal with
writers such as Tolstoy, Flaubert, Kafka,
Kawabata, Mann, and Gaiman.

ENGL. 364 Staff
Modern British Literature (E) 3 credits
Selected modern and postmodern English poets,
playwrights, and fiction writers: Hopkins, Eliot,
Hughes, Auden, Larkin, Spender, Osborne,
Stoppard, Pinter, Greene, Waugh, Read, Lodge,
Amis, Spark, McEwan, and Chatwin.

ENGL. 371 Dr. Casey
Victorian Voices (C) 3 credits
The course will focus on three major Victorian
authors: one non-fiction prose writer, one novelist,
and one poet. Possible authors include Carlyle,
Arnold, Ruskin, Dickens, Eliot, Bronte, Tennyson,
Browning, Rossetti.

ENGL. 372 Dr. Fraustino
The English Romantic Poets (C) 3 credits
This course surveys the major British Romantic
poets within their historical and intellectual con-
texts. It proceeds chronologically, beginning with
William Blake and concluding with John Keats.
Through close textual analysis and in-class discus-
sion of major poems, students should develop an
appreciation and understanding of the literature of
the period.

ENGL. 382-383, 482-483 Staff
Guided Independent Study variable credit
A tutorial program open to Junior and Senior stu-
dents. Content determined by mentor.

ENGL. 395 Staff
Travel Seminar: Ireland 3 credits
This is an artistic, cultural, literary tour. Students
will study the people and places that contribute to
Ireland’s distinct place in the World of Literary
Art. (Interession or Spring Break)

ENGL. 419 Dr. Engel
Modern Novel 3 credits
The evolution of the novel from modern to post-
modern times. Major American and English writ-
ers are studied, moving from traditional narrative
to self-conscious stylistic devices.

ENGL. 420 Dr. Fraustino
Comparative Romanticism 3 credits
Major British and American Romantic writers will
be studied in an effort to distinguish the forms
Romanticism takes in the two countries and to
determine possible relationships. Authors to be
examined include Blake, Wordsworth, Coleridge,
Shelley, Keats, Hawthorne, Poe, Emerson and
Whitman.

ENGL. 421 Dr. Fraustino
Literature of the Absurd 3 credits
Focusing on literature from 1850 to the present,
this course will examine works of fiction, drama,
and to some extent poetry that reflect a general
19th and 20th century western sense of disintegrat-
ing values and lost religious beliefs. Readings will
be selected by Edgar Allan Poe, Lord Byron,
Thomas Hardy, Robert Louis Stevenson, Joseph
Conrad, Tennessee Williams, Ernest Hemingway,
and Samuel Beckett.

ENGL. 422 Dr. McNerney
Modern Drama 3 credits
(Prerequisite: Student should have some previous
study of drama.) A detailed introduction to the
major trends and authors in 20th century British
and American drama, with some Irish and
Continental works included. Readings and assign-
ments will focus on major figures such as Shaw,
O’Neill, Miller, Williams. This course may be
counted toward the Theatre Track or minor.

ENGL. 424 Fr. Joseph Quinn
American Realists (F) 3 credits
Study of representative figures in the post Civil
War period, the period of the rise of American
realism. Authors treated will be Mark Twain,
Henry James, Stephen Crane and selected modern
authors.
ENGL 425  Dr. Gougeon  Major Works: American Realists (F)  3 credits  Twain’s Huckleberry Finn, Howell’s The Rise of Silas Lapham, James’ The American, Crane’s The Red Badge of Courage, Dreiser’s Sister Carrie, and others. Works are evaluated in their historical milieu and the development of American Realism, 1865-1900.

ENGL 426  Fr. J.J. Quinn  Modern American Short Story (F)  3 credits  An intensive study of representative modern American Masters of the short story form. The film version of many stories studied allows an enriching comparative experience.

ENGL 427  Staff  American Drama: 1919-1939 (F)  3 credits  A review of the first “golden age” of American drama, which includes major works such as The Hairy Ape, Awake and Sing, and comic works such as You Can’t Take It With You and The Time of Your Life. This course may also be counted toward the Theatre Track or minor.

ENGL 431  Dr. Beal  Dante’s Divine Comedy  3 credits  A canto-by-canto study, in translation, of Dante’s dream vision of hell, purgatory, and heaven. Consideration given to the cultural milieu and to medieval art and thought as these affect the allegorical meaning and structure of the poem.

ENGL 432  Dr. Beal  Chaucer  3 credits  A study of Chaucer’s poetry in the context of medieval culture. Readings and assignments will concentrate on The Canterbury Tales, but will also cover the other major poems, such as the Book of Duches and the Parliament of Birds.

ENGL 434  Dr. Fraustino  Keats: Death and Love  3 credits  Course will focus almost exclusively on one writer, John Keats, and explore the dynamic relationship in his poetry between death and love.

ENGL 436  Fr. J.J. Quinn  Poetry of G.M. Hopkins, S.J. (Prerequisite: Engl. 140 or Engl. 103)  3 credits  Gerard Manley Hopkins, the only priest-poet in history to be honored with a place in Westminster Abbey’s Poets’ Corner, will be studied in his poetry and Jesuit background as a Nature, Victorian, Religious, Original, Theological, Meditative, and the first Modern, Poet.

ENGL 437  Prof. Hill  Conrad’s Fiction  3 credits  A reading of major works by Conrad and survey of critical response to this quintessential modern Western writer.

ENGL 438  Dr. Whittaker  Joyce  3 credits  This course explores the prose works of James Joyce, one of the lights of Anglo-Irish writing, and a major figure in twentieth century literature. We will read and discuss Dubliners, A Portrait of the Artist as a Young Man, and, with the help of various guides, the masterpiece, Ulysses. We will work to apprehend in Joyce both the universal and the peculiarly Irish.

ENGL 439  Fr. J.J. Quinn  Flannery O’Connor  3 credits  A critical study of the short stories and novels of this modern American Christian writer.

ENGL 440  Dr. DeRitter  Early English Novelist (Prerequisite: satisfaction of Area B requirement for English major or permission of instructor)  3 credits  Detailed study of three or four Early English novelists whose primary works were published between 1680 and 1800. At least two novels by each author will be read, as well as relevant background texts and critical discussions. The specific content of the course will vary each time it is offered, but the list of authors under consideration will always include at least two of the following: Behn, Defoe, Richardson, Henry Fielding, Sarah Fielding, Smollett, Sterne, Barrey, Godwin, Wollstonecraft, and Austen.

ENGL 444  Drs. Whittaker and Gougeon  American Literature, 1865-Present (F)  3 credits  Study of a select group of major American authors from the Civil War to the present. Included are Twain, Crane, Fitzgerald, and Vonnegut. The historical and cultural milieu and the development of major American themes and attitudes are reviewed.

ENGL 460  Dr. Rakauskas  Teaching Modern Grammars  3 credits  This course is designed to provide an understanding of the English language and its grammar, based upon recent linguistic analysis of the language, and to assist the future teacher in his or her understanding of transformational/generative grammar and its place in the curriculum. Techniques for teaching these new grammars, and laboratory teaching experience in the freshman writing clinic will be presented. Students seeking certification as secondary school English teachers should also be advised that the usual teacher of Engl. 460, as well as 310, Dr. Wm. Rakauskas, supervises student teachers for the department.

ENGL 464  Drs. Whittaker and DeRitter  Literary Criticism and Theory  3 credits  This course analyzes the derivation and methodology of the theories underlying contemporary practice. For historical perspective, we turn to Plato and Aristotle, and then to a survey of other major classical, renaissance, enlightenment, and 19th-century sources. Hence we examine 20th-century critical theories, namely: psychoanalysis, Marxism, feminism, formalism (new criticism), reader-response, structuralism, deconstruction, and cultural materialism (new historicism).

ENGL 480  Staff  Internship  variable credit  English majors can receive internship credits for a variety of on-the-job work experiences. Approval, must be obtained beforehand from chairperson and dean.
THEATRE
See also WRTG. 215, 217, 315, and ENGL. 104, 134, 222, 223, 226, 245, 335, 427.

THTR. 110  Dr. Robbins
Introduction to Theatre  3 credits
An introduction to the theories and practices of the theatre arts. Dramatic structure, dramatic literature, critical writing, acting, directing, design, practical stagecraft, and some theatre history will all be touched on in an effort to introduce students to the fullness and variety of the art of theatre.

THTR. 111  Staff
Introduction to Acting  3 credits
This first course in a three-course sequence is intended as an introduction to the development and training of the actor, covering the fundamental elements of the actor’s craft; including internal and external technique, character analysis, and vocal/physical warmups. These elements will be practically applied in various in-class exercises and rehearsed performance work. The subject of auditions will also be covered.

THTR. 112  Staff
Introduction to Technical Theatre  3 credits
A study of materials, equipment, and techniques used in the construction and finishing of scenery. Also includes principles of lighting and sound and special effects for the stage. Afternoon studio sessions and participation on a technical crew for a major University Players’ production will be required.

THTR. 113  Staff
Introduction to Design for Theatre  3 credits
An introduction to the various design and production elements in theatre. Scenery, lighting, costumes, projections, props and sound will be explored. Students participate in the design elements of the University productions.

THTR. 210  Staff
Intermediate Acting  3 credits
(Prerequisite: THTR. 111 with a grade of B or higher.) This second in a three-course sequence builds on the fundamentals of the acting process and focuses on further exploration of internal acting technique, Stanislavsky-based and/or other modern and contemporary acting systems are explored through exercises, written analysis, and scene/monologue study. There is an emphasis on ensemble acting in the classroom, rehearsal, and production.

THTR. 211  Dr. Robbins
Theatre History I  3 credits
A chronological study of western theatre from ancient Greek drama to 17th century British drama. A selection of plays from representative playwrights will be read and discussed; with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked.

THTR. 212  Dr. Robbins
Theatre History II  3 credits
A chronological study of western theatre from 17th century French and Spanish, through Restoration and 18th century British drama, up to 19th century German, Scandinavian, and Russian drama. A selection of plays from representative playwrights will be read and discussed, with an emphasis on the social, cultural, and theatrical contexts within which these playwrights lived and worked.

THTR. 213  Staff
Set Design for the Theatre  3 credits
(Prerequisite: THTR. 113 with a grade of B or higher.) An exploration of the basic crafts of the theatrical set designer. Concentration on developing one’s personal vision and interpretive skills through script analysis, practice in sketching, drafting, painting, collage, model making and typical stage construction. Introduction to environmental theatre.

THTR. 214  Staff
Drama Practicum  3 credits
(Prerequisite: any other course that may be counted in Theatre minor.) Work on one of the major aspects of producing a play: acting, costuming, set construction, lighting, publicity, and box office management.

THTR. 310  Staff
Theories of Theatre  3 credits
Students will study the theories of theatre advanced in the writing of Diderot, Archer, Stanislavsky, Vakhtangov, Brecht, Copeau, Artaud, Grotowski, Brook, and Schechner.

THTR. 370  Staff
Technical Theatre: Special Topics  3 credits
Topic and prerequisites will be announced prior to preregistration.

THTR. 371  Staff
Theatre Design: Special Topics  3 credits
Topic and prerequisites will be announced prior to preregistration.

THTR. 372  Staff
Dramatic Literature: Special Topics  3 credits
Topic and prerequisites will be announced prior to preregistration.

THTR. 373  Staff
Acting: Special Topics  3 credits
Topic and prerequisites will be announced prior to preregistration.

THTR. 382-3, 482-3  Staff
Independent Study in Theatre  3 credits
A tutorial program open to Junior and Senior students who have completed appropriate lower-division coursework.
THTR. 410  Staff
Advanced Acting  3 credits
Prerequisite: THTR. 210 with a grade of B or higher. This final course in the three-course acting sequence focuses on external acting techniques. There is an exploration of physical characterization and the use of the actor's body to achieve this physical transformation. This work builds on the student's self-knowledge and experience with internal technique through the use of exercises, written analysis, and scene/monologue study.

THTR. 411  Staff
Directing the Play  3 credits
(Prerequisite: THTR. 111 with a grade of B or higher or permission of instructor.) An introduction to the basic mechanics of stage directing with an emphasis on the tools needed to approach the staging of a play, such as play script analysis, interpretive skills, organizational skills, communication and leadership skills, developing a groundplan, blocking, and composition/picturization. Several plays will be read and analyzed. Student directors will select, cast, and direct a short scene or play for performance.
WRITING

All Writing courses have ENGL. 107 (or equivalent) as prerequisite.

WRTG. 210  Dr. Rakauskas, Prof. Hill
Advanced Composition  3 credits
The purpose of this course is to review, practice and apply the principles of a rhetoric of order, stressing invention, disposition, style, tone and theme. (GE Area III)

WRTG. 211  Dr. Fraustino
Technical and Business Writing  3 credits
A course in scientific or technical writing designed to help students improve their writing skills in preparation for their professions. Specialized training is offered in writing of proposals, reports, instructions, letters, abstracts, resumes, etc. (GE Area III)

WRTG. 212  Dr. McInerney
Writing for the Law  3 credits
This course aims to help the student develop the writing skills that will be of particular value to prospective lawyers. Readings, exercises, and assignments stress precision and conciseness as well as careful argument. The course should also be valuable to any student who wants to improve his/her analytical ability and expressive capacity. (GE Area III)

WRTG. 213  Prof. Schaffer
Fiction Writing I  3 credits
Designed to increase students’ skills in writing short prose fiction, this course augments frequent practice in the genre with attention both to theories of short story composition and to diverse examples. In a workshop atmosphere, students will read and discuss one another’s work as well as fiction by well known authors. (GE Area III or IV)

WRTG. 214  Staff
Nonfiction Writing I  3 credits
Designed to develop skills in writing creative nonfiction prose, this course employs a workshop format and requires intensive reading and analysis of student work as well as work by noted practitioners such as Orwell, Baldwin, Didion, and Dillard. (GE Area III or IV)

WRTG. 215  Dr. Robbins
Play Writing I  3 credits
Course is designed to teach student craft and technique of writing a play. The students will explore their own abilities through play writing and will be responsible for writing a full one act play or one act of a two or three act play. (GE Area III or IV; This course may be counted toward the Theatre Track or minor.)

WRTG. 216  Prof. Hill
Poetry Writing I  3 credits
Theory and practice of writing poetry with attention to modern and contemporary tradition and criticism. Opportunity for sustained, serious response to student work and practical advice on markets, publishing procedures, etc. The course employs a workshop format and encourages serious reading and discussion of poetry. (GE Area III or IV)

WRTG. 217
Scriptwriting  3 credits
Introduction to the film and television format for dramatic productions of varying lengths. Documentaries are also studied. Students not only master technique but also explore development of plot and character. Four major assignments and several short projects are required. (GE Area III or IV; This course may be counted toward the Theatre Track or minor.)

WRTG. 313  Prof. Schaffer
Fiction Writing II  3 credits
(Prerequisite: WRTG. 213) Advanced workshop augments intensive student writing assignments with theory of fiction composition and diverse examples. (GE Area III or IV)

WRTG. 314  Staff
Nonfiction Writing II  3 credits
(Prerequisite: WRTG. 214) Advanced workshop augments intensive student writing assignments with discussion and analysis of creative nonfiction by various hands. (GE Area III or IV)

WRTG. 315  Dr. Robbins
Play Writing II  3 credits
(Prerequisite: WRTG. 215) An advanced workshop in playwriting which will include intensive reading and writing, this course will build on skills acquired in Playwriting I, and encourage students to explore theatrical styles beyond realism. This course may be counted toward the Theatre Track or minor.

WRTG. 316  Prof. Hill
Poetry Writing II  3 credits
(Prerequisite: WRTG. 216) Advanced workshop on practice and theory of writing poetry. The course encourages extensive reading and intensive writing. (GE Area III or IV)

WRTG. 382-383, 482-483  Staff
Guided Independent Study  Variable credit
A tutorial program open to Junior and Senior students who have completed appropriate lower-division coursework. Context determined by genre and mentor.
The Environmental Science program provides a rigorous and comprehensive grounding in the biological, chemical, and physical aspects of the natural environment, and in the analytical and instrumental techniques used to investigate environmental problems. As upperclassmen, students may choose to focus more closely on either the chemical or biological aspects of environmental science, and must complete either an undergraduate research project or an internship in environmental science. The program also is designed to expose students to the social, political, regulatory, economic, and ethical concerns that are commensurate with defining and addressing environmental issues in today’s world.

The Environmental Science curriculum appears below:

I. Required courses in the major and cognate include courses in Biology, Chemistry, Environmental Science, Natural Science, Math, and Physics. Specific courses and the recommended sequence in which they should be taken are indicated on p. 95.

II. Electives in the major: the student must complete four courses from among the following; at least one course must be chosen from each group:

Group A:

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHEM 342</td>
<td>Environmental Toxicology</td>
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<td>CHEM 344</td>
<td>Environmental Geochemistry</td>
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<td>CHEM 350</td>
<td>General Biochemistry I</td>
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Group B:

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<td>BIOL 250</td>
<td>Microbiology</td>
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<td>BIOL 270</td>
<td>Biology of Vascular Plants</td>
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<td>BIOL 345</td>
<td>Comparative Animal Physiology</td>
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<td>BIOL 349</td>
<td>Plant Physiology</td>
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<td>BIOL 370</td>
<td>Animal Behavior</td>
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<td>BIOL 372</td>
<td>Vertebrate Biology</td>
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<tr>
<td>BIOL 471</td>
<td>Applied Ecology</td>
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<tr>
<td>BIOL 472</td>
<td>Systems Ecology</td>
<td>3</td>
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<tr>
<td>BIOL 473</td>
<td>Marine Biology</td>
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III. General Education courses: In fulfilling the G.E. requirements, students are strongly encouraged to enroll in:

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<td>POL.SCI. 230</td>
<td>Environmental Policy</td>
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<tr>
<td>ECO. 300</td>
<td>Economics of Environmental Issues</td>
<td>3</td>
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</table>

Most of the required and recommended courses in the Environmental Science major reside in other departments, and their descriptions can be found under the appropriate departmental listing. Three courses, specific to the Environmental Science program, are described below.

ESCI. 440-441 Staff Topics in Environmental Science 2 credits (Prerequisite: senior status in ESCI major or permission of instructor) One credit/semester. Discussions of current and significant environmental science issues.

ESCI. 480-481 Staff Internship in Environmental Science 3 credits (Prerequisite: senior status in ESCI major or permission of instructor) 1.5 credits/semester. Student to work with private firm, advocacy group, or governmental agency on an environmental issue or technique that involves application of scientific principles to monitor, test, or develop/implement solutions to environmental problems. Project and institutional sponsor subject to approval of the Environmental Science Committee; final project report required.

ESCI. 493-494 Staff Research in Environmental Science 3 credits (Prerequisite: senior status in ESCI major or permission of instructor) 1.5 credits/semester. Individual study and research of a specific environmental problem. Mentored by a biology or chemistry faculty member.
## ENVIRONMENTAL SCIENCE

The following is a recommended schedule of coursework.

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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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<th>SPRING</th>
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<td>MAJOR Biol. 141-142</td>
<td>General Biology I-II</td>
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<td>COGNATE* Math 103</td>
<td>Pre-Calculus Mathematics</td>
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<td>COGNATE Math 114</td>
<td>Analysis I</td>
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</table>

* Students entering exempt from Math 103 may select one of three options: Computer Literacy (CMPS 102) or Computer Science I (CMPS 134) or Analysis II (MATH 221).

** Or Elements of Physics I and II (Phys. 141-141)

There is NO Minor in Environmental Science.
FOREIGN LANGUAGES AND LITERATURES

DR. PARSONS, Chairperson

The program of the Foreign Language Department is designed to enable students to read, write, speak and comprehend one or more foreign languages; to think and express themselves logically, precisely and critically in one or more foreign languages; to acquire skills in literary criticism by reading representative foreign authors; to gain insight into the evolution of the culture and civilization of foreign peoples as reflected in their literature.

The Bachelor of Arts program in Classical Language gives students a solid foundation in Latin and Greek to engender an appreciation of the liberal aspects of Classical Studies. Classics majors are encouraged to take their junior year abroad at Loyola University’s Rome Center of Liberal Arts with which the University of Scranton is affiliated.

Foreign language majors and students pursuing teaching certification must complete 36 credits in one language beginning with the intermediate level if it is modern, and the elementary level if it is classical. Modern language majors normally take at least 12 credits in a second language, either modern or classical, as their cognate. A double major may be pursued by taking 36 credits in one language beginning with the intermediate or elementary level, and by satisfying the major and cognate requirements of another department.

The placement of students at a particular foreign language level is the responsibility of the chairperson.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year.

MODERN LANGUAGES

* PLEASE NOTE: Foreign Languages and Literature courses with a title prefixed by an asterisk meet three hours per week in class and one hour per week independent language lab practice.

FRENCH

FRENCH 101-102 Staff
* Elementary French 6 credits
Designed to impart a good basic foundation in comprehending, speaking, reading, and writing of the French language. Designed primarily for students with little or no background in the French language.

FRENCH 203 Staff
French Cultural Heritage 3 credits
This course aims to develop understanding of the culture, literature and civilization of France. Representative readings from different periods. Lectures, discussions, and readings in English.

FRENCH 211-212 Staff
* Intermediate French 6 credits
(Prerequisites: French 101-102, or equivalent, as determined by placement exam) Designed to give greater scope and depth to the student’s knowledge of the grammar and style of the French language. Taught in French.

FRENCH 311-312 Staff
* Advanced French 6 credits
Composition and Conversation
(Prerequisites: French 211-212, or equivalent, as determined by placement exam) An intensive course in French composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the French language. Taught in French.

FRENCH 331-314 Staff
Survey of French Literature 6 credits
(Prerequisites: French 311-312, or equivalent) A review of French literature from the chanson de geste to the contemporary period.

FRENCH 315-316 Staff
* Survey of French Culture and Civilization 6 credits
(Prerequisites: French 311-312, or equivalent) A review of the geography, history, art and other accomplishments that comprise the heritage of the French speaking people world-wide, from Roman times to the present.

FRENCH 319 Staff
* Business French 3 credits
(Prerequisites: French 311-312, or equivalent) Overview of the spoken and written language of the French business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

FRENCH 320 Staff
Introduction to French Literature 3 credits
(Prerequisites: French 311-312, or equivalent) An introduction to the principal literary genres of poetry, novel, short story, essay, and drama, through analysis of representative works in the French tradition. Strongly recommended as a prerequisite for all upper-division literature courses in French.

FRENCH 321-322 Staff
* Advanced French Stylistics 6 credits
(Prerequisites: French 311-312, or equivalent) Designed to strengthen the speaking and writing skills while emphasizing the production of speech sounds and their transcription by the International Phonetic Alphabet. Exercises in enunciation and phraseology, besides a refined usage of grammar and syntax.

FRENCH 421 Staff
Medieval and Renaissance 3 credits
French Studies
(Prerequisites: French 311-312, or equivalent) Selected literary works from the eleventh century to the late Renaissance.

FRENCH 423 Dr. Petrovic
XVIIth Century French Studies 3 credits
(Prerequisites: French 311-312, or equivalent) Literary, philosophical, and social expression from 1610 to 1715.

FRENCH 425 Dr. Petrovic
XVIIIth Century French Studies 3 credits
(Prerequisites: French 311-312, or equivalent) The Enlightenment from 1715 to 1789.
## FOREIGN LANGUAGE

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FALL</th>
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* Required for modern language majors seeking certification in secondary education; recommended for Modern Language majors. Language 215 may be substituted.

** Spanish majors will take Span 320, Span 321, and 3 of the following 4 courses: Span 313, Span 314, Span 330, Span 331.


Students who begin language at the Advanced (311) level will take 6 credits less in the major and 6 credits more in the Cognate or FREE AREA in either Junior or Senior year.

**MINOR.** A minor in a foreign language, open to students in all disciplines, can be achieved by the completion of 18 credits beginning at the intermediate level if the language is modern, and at the elementary level if it is classical. Students who minor in two languages must complete a total of 24 credits distributed equally among the two languages.

Elementary courses in any language are not open to students who have studied two or more years of the same language in high school; exceptions to this policy must be approved by the Language department.

**TOTAL: 127 credits**
INTERNATIONAL LANGUAGE-BUSINESS

The major in International Language-Business is a professionally oriented program. Its purpose is to make language study a more career-structured discipline by providing students with the opportunity to acquire a liberal education while, at the same time, taking courses specifically relevant to the business enterprise.

In order to bridge the communication gap between multinational business and the lack of functional language skills often exhibited by the personnel representing them, specialized language courses focusing on the business terminology and cultural setting of the countries in question complement the regular language and business courses in this major.

The department urges students to study abroad during their junior year. In addition, it strongly recommends that students who spend the entire junior year abroad plan their studies carefully, so that they will be able to take at least one course per semester in their major language during the senior year. Students who pursue a business internship will earn credits in addition to the 130 credits stipulated for the program, unless there is room in the Free Area.

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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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TOTAL: 130 credits

* Recommend Math 106-107 Quantitative Methods I-II
** Recommend Pol. Sci. 212 International Relations as one of these.
*** Recommend Phil. 211 Business Ethics
**** Recommend Pol. Sci. 240 Political Science Statistics I
***** Students whose first major language is Spanish will take Span 320, Span 321, and 3 of the following 4 courses: Span 313, Span 314, Span 330, Span 331.
† Students who begin language at the Advanced (311) level will take 6 credits less in the major and 6 credits more in the Cognate or FREE Area in either Junior or Senior year.
FRENCH 427  Dr. Petrovic  XIXth Century French Novel  3 credits  (Prerequisites: French 311-312, or equivalent) The development of prose narration as reflected in the literary movements of the age.

FRENCH 429  Dr. Petrovic  XIXth Century French Poetry  3 credits  (Prerequisites: French 311-312, or equivalent) The development of poetic forms from the romantic to the symbolist movement inclusively.

FRENCH 430  Dr. Hanks  French Women Writers  3 credits  (Prerequisites: French 311-312, or equivalent) Women’s view of themselves and the world as reflected in their literary creations. Cross-listed with Women’s Studies Concentration (see p. 38).

FRENCH 431  Dr. Petrovic  XXth Century French Novel  3 credits  (Prerequisites: French 311-312, or equivalent) The development of prose narration from the Dreyfus case to the present.

FRENCH 432  Dr. Hanks  French Short Story  3 credits  (Prerequisites: French 311-312, or equivalent) Principal practitioners of the short story in French, including contemporary authors.

FRENCH 433  Dr. Petrovic  XXth Century French Drama  3 credits  (Prerequisites: French 311-312, or equivalent) The development of dramatic forms from the Theatre Libre to the present.

FRENCH 434  Dr. Hanks  French Novel Into Film  3 credits  (Prerequisites: French 311-312, or equivalent) Examination of the transformations effected in major French novels adapted for the screen, and exploration of alternative solutions to the problems posed.

FRENCH 435  Staff  The French Theater  3 credits  (Prerequisites: French 311-312, or equivalent) An inquiry into the various forms of the French Theater through a study of significant representative works from different periods.

FRENCH 436  Dr. Hanks  French Utopias  3 credits  (Prerequisites: French 311-312, or equivalent) An exploration of utopian literature in French, from the sixteenth through the twentieth centuries. Emphasis placed on the literary texts themselves, supplemented by some reading in utopian criticism.

FRENCH 482-483  Staff  Guided Independent Study  variable credit  (Prerequisites: French 311-312, or equivalent) A tutorial program open to juniors and seniors only. Content determined by mentor.

GERMAN 101-102  Staff  Elementary German  6 credits  (Prerequisite: none) A complete course in the fundamentals of the German language. Emphasis on reading of graded texts, with written, oral and aural exercises. Designed for student with little or no background in the German language.

GERMAN 211-212  Staff  Intermediate German  6 credits  (Prerequisites: German 101-102 or equivalent) Reading from modern authors of moderate difficulty. Oral and written exercise. Systematic review of German grammar.

GERMAN 213-214  Dr. Kamla  Introduction to Business German  6 credits  (Prerequisites: German 101-102, or equivalent) Specialized intermediate-level course for students who wish to focus their skills on the language of the business world. Oral and written exercises. Systematic review of German grammar.

GERMAN 311-312  Staff  Advanced German Composition and Conversation  6 credits  (Prerequisites: German 211-212, or equivalent) Selected texts in prose and poetry. Advanced practice in conversation and composition. Survey of German grammar.

GERMAN 313-314  Dr. Kamla  Survey of German Literature and Culture  6 credits  (Prerequisites: German 311-312, or equivalent) A survey of German literature from the eleventh century to the contemporary period, with special emphasis on the main intellectual currents as well as the social and political developments.

GERMAN 319  Dr. Kamla  Business German  3 credits  (Prerequisites: German 311-312, or equivalent) Overview of the spoken and written language of the German business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

GERMAN 321-322  Staff  Advanced Stylistics  6 credits  (Prerequisites: German 311-312, or equivalent) Advanced study of syntax and semantics aimed at the development of stylistic sensitivity. Interdisciplinary textual analyses (business and commercial German, communications media, the sciences and humanities) for further practice in composition and conversation.

GERMAN 421  Dr. Kamla  German Classicism and Romanticism  3 credits  (Prerequisites: German 311-312, or equivalent) A study of the literature of the 18th (Goethe, Schiller, Holderlin) and early 19th century (Kleist, Hoffmann, Novalis) in their Classical and Romantic contexts.
GERMAN 423  Dr. Kamla  Realism and Naturalism  3 credits  Prerequisites: German 311-312, or equivalent) A study of the works of late 19th century authors, such as Storm, Fontane, and Keller.

GERMAN 425  Dr. Kamla  German Literature up to 1945  3 credits  (Prerequisites: German 311-312, or equivalent) An in-depth study of such authors as Brecht, Mann, Kafka, and Rilke.

GERMAN 427  Dr. Kamla  Postwar German Literature  3 credits  (Prerequisites: German 311-312, or equivalent) Concentration on contemporary authors such as Frisch, Durrenmatt, Grass and Boll, as well as representative authors from East Germany.

GERMAN 482-483  Staff  Independent Study  Variable Credit  (Prerequisites: German 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

HEBREW  HEBREW 101-102  Staff  Biblical Hebrew  6 credits  A systematic introduction to the fundamentals of Biblical Hebrew grammar and to certain aspects of ancient Semitic language and culture.  

ITALIAN  ITALIAN 101-102  Staff  * Elementary Italian  6 credits  Introduction to the Italian language. Designed for beginners.

ITALIAN 209  Dr. Picchietti  Italian Cinema: From Origins to Present  3 credits  An examination of the evolution of Italian cinema from the silent era to the present. Focus on the impact of historical events on the film industry, on the changing concerns and perspectives of film makers, and on the transformations in style and content in reaction to specific moments in Italian history. Films with subtitles. Taught in English. This course does not count for any minor or major requirement in foreign language.

ITALIAN 211-212  Staff  * Intermediate Italian  6 credits  (Prerequisites: Italian 101-102, or equivalent) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

ITALIAN 311-312  Staff  * Advanced Italian  3 credits  Composition and Conversation (Prerequisite: Italian 211-212, or equivalent) An intensive course in Italian composition and conversation with emphasis on detailed study of advanced grammatical and stylistic usage of the Italian language.

JAPANESE  JAPANESE 101-102  Staff  * Elementary Japanese  6 credits  Development of the fundamental skills, listening, speaking, reading and writing, with emphasis on language performance. Emphasis on practical application of the basic skills for business related activities. Relevant cultural aspects are introduced. Designed primarily for students with no background in the Japanese language.

JAPANESE 211-212  Staff  * Intermediate Japanese  6 credits  (Prerequisites: Japanese 101-102, or equivalent) This course continues development of the four major skills: listening, speaking, reading, and writing. Upon completion of the course students will understand all the basic concepts of the structure of the language.

PORTUGUESE  PORTUGUESE 101-102  Dr. Ledford-Miller  * Elementary Portuguese  6 credits  A video-based introduction to Brazilian Portuguese, this course covers basic grammar and vocabulary needed for listening, speaking, reading, and writing Portuguese. Students will also develop some cultural understanding of Brazil and other Lusophone countries.

PORTUGUESE 211-212  Dr. Ledford-Miller  * Intermediate Portuguese  6 credits  (Prerequisites: Port. 101-102 or equivalent) A continuation of elementary Portuguese. Students will refine through oral and written activities, the skills learned in 101-102. Literary and other readings as well as films and off-satellite news programs will augment the text.

RUSSIAN  RUS 101-102  Staff  * Elementary Russian  6 credits  Primary emphasis on developing the skills of understanding, speaking, reading and writing of Great Russian. A thorough and continual study of the Cyrillic alphabet is an integral part of the course’s content.

RUS 211-212  Staff  * Intermediate Russian  6 credits  (Prerequisites: RUs 101-102 or equivalent) This course continues development of the four major skills: listening, speaking, reading, and writing. It builds on the grammatical concepts learned in Russian 101 and 102 and provides a solid foundation for the student interested in visiting the Soviet Union and/or in reading the Russian Classics, contemporary literature, and newspapers.

SPANISH  SPANISH 101-102  Staff  * Elementary Spanish  6 credits  (Prerequisite: None) Fundamentals of grammar, pronunciation, conversation, suitable readings and written exercises. Designed primarily for students with little or no background in the Spanish language.
SPANISH 211-212  Staff
* Intermediate Spanish  6 credits
(Prerequisites: Spanish 101-102, or equivalent, as determined by placement exam) Grammatical review, written and oral composition with selected cultural readings of intermediate difficulty.

SPANISH 310  Staff
* Medical Spanish  3 credits
(Prerequisites: Spanish 211-212, or equivalent) Designed for the student who plans to work in any area of health care, this course focuses on the needs and problems of Spanish-speaking patients. Students learn specialized vocabulary and improved communicative ability through conversation and composition. Through films and on-site hospital visits, students develop an increased awareness of health issues often of particular concern to Hispanics.

SPANISH 311  Staff
Advanced Conversation  3 credits
(Prerequisites: Spanish 211-212, or equivalent, as determined by placement exam) Reading-based conversation stressing development of self-expression in Spanish. Practice in oral composition.

SPANISH 312  Staff
Advanced Composition  3 credits
(Prerequisite: Spanish 311) Intensive writing practice stressing grammar, writing analysis, and composition.

SPANISH 313  Staff
* Spanish Culture and Civilization  3 credits
(Prerequisites: Spanish 311-312, or equivalent) An overview of the diverse historical, political, religious, and artistic factors that have determined the cultural make-up of the peoples of the Iberian peninsula.

SPANISH 314  Staff
* Topics in Latin-American Culture and Civilization  3 credits
(Prerequisites: Spanish 311-312, or equivalent) The course examines the unique cultural and historical features of one specific region (the Andean countries, the Caribbean, Central America, Mexico, or the Southern Cone) and focuses, as well, on the cultural, linguistic, and religious traits shared with the other areas. Content will vary according to the cultural/geographic region examined, and course therefore may be repeated for credit.

SPANISH 319  Dr. Parsons
* Business Spanish  3 credits
(Prerequisites: Spanish 311-312, or equivalent) Overview of the spoken and written language of the Spanish business world. Formalities and conventions of letter writing, banking, import/export, and other commercial transactions. Analysis of terminology from business-related areas such as finance, insurance, and international commerce within a contemporary cultural setting.

SPANISH 320  Staff
Introduction to Literature  3 credits
(Prerequisites: Spanish 311-312, or equivalent) An introduction to the principal genres of literature (poetry, short story, essay, drama and novel) through analysis of representative works in the Hispanic tradition. Required for all upper-division literature courses.

SPANISH 321  Staff
* Advanced Stylistics  3 credits
(Prerequisites: Spanish 311-312, or equivalent) Designed to achieve more sophisticated use of Spanish, both verbally and in writing. Includes intensive examination of compositions and translation exercises, as well as discussion of areas of particular difficulty for the non-native speaker (e.g. false cognates and unfamiliar structures.)

SPANISH 323  Staff
* Contemporary Issues  3 credits
(Prerequisite: Spanish 311-312 or equivalent) A conversation-intensive course. Discussion and reports based on readings in a broad range of current periodicals and focusing on issues of relevance to the Hispanic world and to the particular career or interest areas of students.

SPANISH 330  Staff
History of Spanish Literature  3 credits
(Prerequisite: Spanish 320) Study of Spanish literature from Cantar de mio Cid to XXth century, with emphasis on main literary currents in each century.

SPANISH 331  Staff
Survey of Spanish-American Literature  3 credits
(Prerequisite: Spanish 320) A survey of Spanish-American literature from the 16th century to the present, with representative readings from each of the principal cultural areas.

SPANISH 421  Dr. Parsons
XXth Century Spanish Drama  3 credits
(Prerequisite: Spanish 320) Peninsular drama of the XXth century including dramatic forms after Buero Vallejo and new directions of Spanish theater in post-Franco era.

SPANISH 422  Dr. Parsons
Spanish-American Drama  3 credits
(Prerequisite: Spanish 312) Spanish American drama from the late XIXth century to the present, with emphasis on contemporary trends.

SPANISH 425  Dr. Ledford-Miller
Hispanic Detective Fiction  3 credits
(Prerequisite: Spanish 320) An examination of the two schools of detective fiction (the hard-boiled and the puzzle) in Hispanic literature (short story and novel).

SPANISH 427  Staff
Topics in Spanish Prose  3 credits
(Prerequisite: Spanish 320) Prose fiction of 19th and 20th century Spain. Content may vary and course may therefore be repeated for credit with consent of Department chair.

SPANISH 429  Staff
Topics in Spanish-American Prose  6 credits
(Prerequisite: Spanish 320) Prose fiction of Spanish America. Content may vary and course may therefore be repeated for credit with consent of Department chair.
SPANISH 430  Dr. Ledford-Miller
Hispanic Women Writers 3 credits
(Prerequisite: Spanish 320) This course examines writing by Hispanic women, including prose, poetry, drama and essays, and investigates the social, political, aesthetic, and feminist contexts of their writing. Cross-listed with Women’s Studies Concentration (see p. 38).

SPANISH 431  Staff
Spanish American Short Story 3 credits
(Prerequisite: Spanish 320) The development of the short story as a literary genre in Spanish America from the beginning of the 19th century to the present.

SPANISH 432  Staff
Introduction to Spanish Linguistics 3 credits
(Prerequisite: Spanish 321) An introductory approach to the grammatical structure (syntax), word formation patterns (morphology), sound and phoneme structure (phonetics), and the relationship between words and meaning (semantics) in the Spanish language.

SPANISH 433  Staff
Hispanic Lyric Poetry 3 credits
(Prerequisite: Spanish 320) The development of lyric poetry in the Spanish-speaking world. Examples of early poetry in Spain and Spanish America are studied to establish an awareness of the Hispanic lyric tradition, but the main focus of the course is on 20th century Spanish America and such figures as Gabriela Mistral, Pablo Neruda, and Cesar Vallejo.

SPANISH 434  Staff
History of Spanish 3 credits
(Prerequisite: Spanish 321) The course will explore the evolution from Latin to Spanish from the earlier texts of the Middle Ages (10th century) to the 20th century. It will offer an approach to the development of the language from a syntactic, morphological, and phonetic point of view. It will also provide an overview of the different variants found in all Spanish-speaking countries today.

SPANISH 435  Staff
The Literature of Social Protest 3 credits
(Prerequisite: Spanish 320) Serious social and political literature in Spain and Spanish America.

SPANISH 436  Dr. Parsons
The Hispanic Satirical Tradition 3 credits
(Prerequisite: Spanish 320) An examination of satirical writings beginning with Juan Ruiz, Quevedo, and Sor Juana Ines de la Cruz, and continuing through such modern masters as Pio Baroja, Garcia Marquez, and Juan Jose Arreola.

SPANISH 482-483  Staff
Guided Independent Study Variable Credit
(Prerequisites: Spanish 311-312, or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.

CLASSICAL LANGUAGES

GREEK

GREEK 111-112  Staff
Elementary Greek 6 credits
An intensive course in the fundamentals of Classical Greek grammar.

GREEK 113-114  Staff
New Testament Greek 6 credits
A systematic introduction to the fundamentals of the grammar of Koine Greek as it is found in the New Testament.

GREEK 205  Dr. Petrovic
Legacy of Greece and Rome 3 credits
Survey of the artistic and cultural treasures of classical Greece and Rome with a focus on their enduring legacy in our own civilization.

GREEK 207  Fr. Young
Roots of Greek in English 3 credits
The relationship of both Greek and English to the other languages of the Indo-European family; the Greek elements that have come into English are presented: e.g., bases, prefixes, numerals, hybrids, etc. A study of the 20-25% English words which come from Greek, particularly in scientific fields.

GREEK 211-212  Staff
Intermediate Greek 6 credits
(Prerequisites: Greek 111-112 or equivalent) Review of fundamentals. Readings from Xenophon, Euripides, and the New Testament.

GREEK 213  Dr. Wilson
Classical Greek Literature 3 credits
and Mythology
This course examines the role that mythology played in Greek literature, and examines the changing attitudes of the Greeks towards the Olympian gods from Homer to the 4th century B.C. All readings and lectures in English.

GREEK 220  Dr. Wilson
Ancient Civilization: Greece 3 credits
The political, constitutional, and cultural history of Greece from the earliest times to the death of Alexander the Great. All readings and lectures in English.

GREEK 311-312  Staff
Readings in Greek Literature 3-6 credits
(Prerequisites: Greek 211-212 or equivalent) Selections from Greek writers to suit the students' special interests.

GREEK 482-483  Staff
Guided Independent Study Variable Credit
(Prerequisites: Greek 211-212 or equivalent) A tutorial program open to junior and senior students only. Content determined by mentor.
LATIN
LATIN 111-112
Elementary Latin  6 credits
An intensive course in the fundamentals of Latin. Reading and composition.

LATIN 205  Fr. Young
History of Latin Literature  3 credits
A survey of Roman and post-Roman Latin Literature. The course is taught in English. No Latin prerequisite.

LATIN 207  Fr. Young
Roots of Latin in English  3 credits
The relationship of both Latin and English to the other languages of the Indo-European family, the Latin elements that have come into English are presented: bases, prefixes, numerals, hybrids, etc. Approximately 60-65% of English words come from Latin.

LATIN 211-212  Fr. Young
Intermediate Latin  6 credits
(Prerequisites: Latin 111-112 or equivalent) Review of fundamentals. Reading of selections from Caesar, Cicero and Virgil.

LATIN 213  Dr. Wilson
Classical Roman Literature and Mythology  3 credits
The course examines the role that mythology played in Roman literature, and examines the changing attitudes of the Romans toward the divinities manifested in literature from Plautus to Apuleius. All readings and lectures in English.

LATIN 220  Dr. Wilson
Ancient Civilization: Rome  3 credits
The political, constitutional, and cultural history of Rome from the earliest times to the end of the Western empire. All readings and lectures in English.

LATIN 311-312  Dr. Wilson
Readings in Latin Literature  3-6 credits
(Prerequisites: Latin 211-212 or equivalent) Selections from Latin writers to suit the students' special interests. Topics will vary from year to year; the course may, therefore, be repeated for credit.

LATIN 482-483  Staff
Guided Independent Study  Variable Credit
(Prerequisites: Latin 211-212) A tutorial program open to junior and senior students only. Content determined by mentor.

LINGUISTICS
LANG. 215  Dr. Parsons
World of Language  3 credits
(No prerequisite) Designed to provide students with a broad overview of the nature and function of languages. Topics include theories on the origin of languages, evolution and change in language, the importance of language in human society, culture, contemporary politics, and the business world; and identifying successful approaches to language study.

LANG. 217  Staff
Introduction to Linguistics  3 credits
(No prerequisite) Inquiry into the nature of language, its various systems manifested by the principal languages of the world. Principles of structural analysis. Open to language and non-language majors.

LITERATURE
LIT 205  Dr. Ledford-Miller
Modern Latin-American Literature in Translation  3 credits
A survey in English of 20th century Latin American writers, including Gabriel Garcia Marquez (Colombia), Jorge Luis Borges (Argentina), Rigoberta Menchu (Guatemala), Carlos Fuentes (Mexico), Joaquin Maria Machado de Assis (Brazil) and Isabel Allende (Chile). Introduction to major literary movements, such as the “Boom” and “magical realism,” which have influenced writers in the US, Europe and elsewhere.

LIT 206  Dr. Ledford-Miller
Travelers and Their Travels  3 credits
An examination of the history and literature of travel as expressed in a variety of both fictional and non-fictional accounts.

LIT 207  Dr. Ledford-Miller
Literature of American Minorities  3 credits
Examination of racial and ethnic groups from the settlement of America until present day. Examination of the historical context and current situation of Native Americans, Afro-Americans, Hispanic Americans, Asian Americans, Women-as-minority, and other marginalized groups. Readings from literature and other disciplines. Cross-listed with Women's Studies Concentration (see p. 38).

LIT 208  Dr. Petrovic
French Masterpieces in English Translation  3 credits
(formerly Fren 205) The study of selected major works from the leading French writers of the 19th and 20th century that have had an important contribution to the development of Western civilization.

LIT 209  Dr. Petrovic
Masterworks of Russian and Slavic Literature  3 credits
A survey of major literary achievements of Slavic peoples. Dostoyevsky, Tolstoy, Cosic, Stenka Kavac and Solzhenitsyn will be read. No knowledge of Slavic languages is required. All readings and lectures are in English. (GE AREA IV)
HISTORY
DR. DeMICHELE, Chairperson
The department aims: 1. to train the student in solid historical methodology; 2. to present history as the study of interdependent human activities and concrete events which have social significance; 3. to engender an intelligent and critically sympathetic understanding of various civilizations and cultures.

The department offers a special program that enables qualified students to obtain both their Bachelor and Master’s degrees within four calendar years. The program utilizes Intersession or summer sessions and the use of four graduate courses as part of the undergraduate program. The chairperson of the department should be contacted for details of the program.

See the Pre-Law section earlier in the catalog for details of the department’s success in this area.

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<th>Dept. and No.</th>
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<td>Europe: 1500 to Present 3</td>
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** TOTAL: 127 credits **

* Students may use cognate electives to develop a second major
** Unless exempted from the University requirements, students are to take Comm. 100 and Engl. 107.
*** Department recommends History 140, Research Methods, for sophomore History majors; students admitted to 4-year BA/MA Program are required to take History 500, Research Methods. No student should take both Research Methods courses.
# Senior History majors are recommended to take Hist. 490 or Hist. 491.

MINOR. A minor in History (18 credits) should include History 110, 111, 120 and 121 plus any two additional history courses.

DOUBLE MAJORS between History and any other major in the History/Political Science department require that none of the 36 credits in the first major be applied toward the major requirements of the second major.

HIST. 110-111  Staff
History of the United States 6 credits
The United States from the time of its European beginnings to the present with special emphasis on the history of Pennsylvania; colonial origins to Reconstruction; Gilded Age to the modern era.

HIST. 120-121  Staff
Europe, 1500 to the Present 6 credits
European history with concentration upon the political aspects of European development. The rise of national monarchies; political, social, economic, and intellectual developments; industrialism, the new nationalism and liberallism.
HIST. 140  Dr. Homer
Research Methods: 3 credits
The Historian at Work
Introduction to the techniques of historical research including the use of library and bibliographic materials, the use and interpretation of evidence, and the preparation of written papers. Course is designed to assist any student, regardless of major, who wishes to improve research and term paper skills.

HIST. 210  Dr. Homer
History as Biography 3 credits
An exploration of the nature of biography and its relationship to the study of the past. Biographies of several major figures from the modern era will be read and studied to exemplify different biographical techniques and their utility as means of historical inquiry.

HIST. 212  Dr. DeMichele
Rebels, Robbers, Rogues 3 credits
A sociological cross-cultural, and psychohistorical approach to those folk heroes, political “expropriators” and bandits whose spectacular exploits have been romanticized and preserved through the centuries. Figures such as Robin Hood, Cartouche, Pancho Villa, Jesse James, Che Guevara and others will be considered.

HIST. 213  Dr. DeMichele
Great Discoveries 3 credits
Historical analysis and assessment of the great scientific discoveries and technological developments of mankind from the Age of the Renaissance to the Space Age.

H/PS 213  Staff
Modern Africa 3 credits
An introduction to the vast and diverse continent of Africa. Attention to the history, geography, ecology and culture of the various African states with a focus on understanding the political systems of Africa in a comparative perspective.

H/PS 214  Dr. DeMichele
World Politics 3 credits
(See description under Political Science.)

HIST. 215  Prof. Buckley
Modern Economic History 3 credits
A comparative approach to the historical economic development of Europe and America from early modern to modern times including a study of economic principles, theories and issues.

H/PS 215  Dr. Homer
War and Modern Society 3 credits
(See description under Political Science.)

H/PS 216  Dr. Harris
Gender and the Work Force 3 credits
(See description under Political Science.)

H/Geog 217  Dr. Conover
Cultural Geography 3 credits
Study of the influence of geography on the origin, structure, and spread of culture. Focuses on describing and analyzing the ways language, religion, economy, government and other cultural phenomena vary or remain consistent from place to place.

HIST. 218  Dr. Earl
Total War 3 credits
Examination of the tactics, strategy, and global significance of World War II. The logistics and scope of the conflict. Importance of propaganda, patriotism and the people. Film-seminar approach. Film fee.

HIST. 219  Dr. DeMichele
Modern World History 3 credits
A study of change and development in the world during the 20th century. Emphasis on cultural, economic, and political differences between Western and non-Western states.

HIST. 221  Dr. Conover
The American West 3 credits
A study of acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattleman’s and farmers’ frontiers; Indian removal, and Manifest Destiny in Texas and Oregon.

HIST. 222  Dr. Champagne
History of American Presidential Elections 3 credits
A study of the candidates, issues and campaigns in American Presidential elections from Washington to Kennedy. The course will also examine the evolution of the electoral process and the relationship between political parties.

HIST. 223  Dr. Buckley
History of Modern Ireland 3 credits
A critical introduction to modern Irish history covering Act of Union, the Great Famine, Home Rule, the Irish contribution to “Modernism” in literature and drama, and the politics of Disunion since 1921. Particular note of social and economic changes in relation to contemporary political movements.

H/PS 224  Drs. Earl, DeMichele
Ethnic & Racial Minorities in Northeastern Pennsylvania 3 credits
Film-seminar approach to study of various ethnic groupings in Northeastern Pennsylvania. Seeks to achieve better understanding of the immigrant’s problems and his accomplishments through use of documentary and feature films.

HIST. 225  Dr. Earl
Imperial Russia 3 credits
From the crystallization of political forms in the 9th century through the Kievan State, Mongol Invasion, rise of Muscovy to the Eurasian Empire from the 17th to the end of the 19th century.

HIST. 226  Dr. Earl
Russian Revolution and Aftermath 3 credits
A study of the development of radical thought in 19th and 20th century Russia. Analysis of various factors and forces at work in revolutionary Russia. Lenin, War Communism, NEP, Stalin.

H/PS 227  Dr. Earl
Soviet Foreign Policy 3 credits
See description under Political Science.)
HIST. 228-229  Dr. Shaffern  Ancient History  6 credits  A survey of ancient civilizations of the Near East and Mediterranean worlds. The culture, society and science of Mesopotamia and Persia; Egypt—the Gift of the Nile; the ancient Israelites; heroic, archaic, classical and Hellenistic Greece; republican and imperial Rome; the origins of Christianity.

HIST. 230-231  Dr. Shaffern  Medieval History  6 credits  The civilization of medieval Christendom from the fall of the Roman Empire to the beginning of the fourteenth century; its religious, social, economic, cultural and political aspects; the relationship between church and society, belief and life style, ideal and reality; the interaction between Western Christendom, Byzantium and Islam.

HIST. 232  Dr. DeMichele  England, 1485 to 1714  3 credits  The end of the Wars of the Roses; Tudor Absolutism, Henry VIII and Reformation; Elizabeth I; Renaissance and Elizabethan Music and Literature; The Stuarts; Colonialism; Commonwealth; Restoration; the Revolution of 1688; Reign of Anne.

HIST. 233  Dr. DeMichele  England, 1714 to Present  3 credits  Parliamentary rule; Cabinet government; Political parties; Industrial Revolution; 19th Century reforms; building of a British Empire; World War I; problems of readjustment; World War II; Britain and the world today.

HIST. 234-235  Prof. Williams  Latin America History  3 credits  (Prerequisite: for Hist. 234, Hist. 120; for Hist. 235, 234) Pre-Colombian America; the Spanish and Portuguese Colonial area, developments to the early nineteenth century. The Latin American Republics, Castroism, The Alliance for Progress, with special stress on inter-American problems.

HIST. 236  Dr. Homer  Modern Germany: Unification & Empire  3 credits  The 1815 Confederation; 1848 and the failure of liberalism; the Age of Bismarck; Wilhelm II and the “New Course;” World War I and the Collapse of the Empire.

HIST. 237  Dr. Homer  Modern Germany: the 20th Century  3 credits  The troubled birth of the Weimar Republic: the Ruhr Crisis; the Stresemann Era; economic collapse and the rise of Nazism; the Third Reich, and World War II; the two Germanies and the “economic miracle.”

HIST. 238  Dr. Poulsom  History of American Women: From Colonialization to Mid-19th Century  3 credits  A study of American women from the colonial era to the mid-nineteenth century. Changes in the family, the workforce, women’s participation in politics and reform movements, and Native-American and African-American women.

H/PS 238  Prof. Williams  The Third World  3 credits  A study of the developing nations with the developed industrial nations in the contemporary world.

HIST. 239  Dr. Poulsom  History of American Women: From Mid-19th Century to the Present  3 credits  A study of American women since the mid-nineteenth century. The effects of industrialization on the family, women’s participation in the workforce, the Depression and the family, women and war, the feminist movement, and the conservative response.

H/PS 295  Dr. DeMichele  Britain: Past and Present  3 credits  Combines with travel experience in Great Britain to introduce the student to the major historical, cultural, political, economic and social events in Britain’s past and present.

HIST. 310  Dr. Champagne  Colonial America, 1607-1763  3 credits  The European background of the Age of Discovery; the founding of the British-American colonies; their political, economic and cultural development; British colonial policy and administration; the development of an American civilization.

HIST. 311  Dr. Champagne  American Revolution, 1763-1789  3 credits  Background to the War for Independence; British imperial policy; the development of economic and ideological conflicts; the military contest; British ministerial policy and the parliamentary opposition; the Confederation; the formation of the Constitution.

HIST. 312  Dr. Champagne  The Early National Period of American History, 1789-1824  3 credits  Beginning of the New Government; Politics and diplomacy in the Federalist Era; Jeffersonian Democracy; the War of 1812; Nationalism and Sectionalism, Marshall and the rise of the Supreme Court.

HIST. 313  Dr. Champagne  The Age of Andrew Jackson, 1824-1850  3 credits  Politics and Society in the Jacksonian Era, Slavery and the Anti-Slavery Crusade, American Expansion in the 1840’s; the Mexican War; the Emergence of the Slavery Issue.

HIST. 314  Fr. Masterson  Civil War & Reconstruction  3 credits  Crisis Decade, disintegration of national bonds; The War: resources, leadership, strategy, politics, monetary policy, diplomacy; Reconstruction: realistic alternatives, Presidential and Congressional phases, effects in North and South.
HIST. 315 Dr. Kennedy
The Emergence of Modern America: 3 credits
1900-1929
A study of American development from 1900-1929. The focus will be on the rise of American economic power; the Progressive era; American entry into World War I; post-war diplomacy; and the “return to normalcy.”

HIST 316 Dr. Poulson
From Depression to Cold War: 3 credits
1929-1960
A study of American society from the Great Depression to the election of 1960. The course will focus on the New Deal; American entry into World War II; the origins of the Cold War; and America in the age of “consensus.”

HIST. 317 Dr. Hueston
History of United States 3 credits
Immigration
(Prerequisites: Hist. 110 & 111) A study of immigration to the United States with emphasis on the period from the Revolution to the restrictive legislation of the twentieth century. Motives and characteristics of immigration. Études of newcomers.

H/PS 317-318 Dr. Kocis
American Constitutional and Legal History
(See description under Political Science.)

HIST. 318 Dr. Hueston
A History of American Assimilation
(Prerequisites: Hist. 110 & 111) The history of assimilation (or adjustment) of immigrants to American life. Nativism from pre-Civil War days to the 1920’s. The “Old Immigration” and the “New Immigration” considered in the social, political, economic, and religious contexts of their eras. Special problems of the second generation from the 1850’s to the 1960’s.

HIST. 319-320 Dr. Shaffern
Byzantine Civilization
6 credits
The Byzantine Empire from its origins in the Fourth century to its collapse in the 15th; the political and economic growth of the Empire with emphasis on its arts and religion.

H/PS 319-320 Dr. Hueston
American Diplomatic History
6 credits

HIST. 321-322 Dr. Hueston
American Ideas and Culture
6 credits

HIST. 323 Dr. Shaffern
The Renaissance
3 credits
A study of culture in Italy from the fourteenth to the sixteenth centuries. Humanism, art, historiography, and politics will be emphasized.

HIST. 324 Dr. Shaffern
The Reformation
3 credits
The history of Europe during the era of religious revivalsim (sixteenth century). The course will focus on the magistral Protestant reformers, the Catholic Counter-Reformation, and dynastic politics.

HIST. 325 Prof. Williams
French Revolution to 1815
3 credits
(Prerequisite: History 120) Historical antecedents: the philosophes; the republican movement and the fall of the monarchy; Reign of Terror; the Directory; Napoleon; internal achievements; significance of the Spanish and Russian Campaigns; and War of Liberation.

H/PS 326 Dr. Parente
Modern China
3 credits
(See description under Political Science)

HIST. 326 Dr. Homer
Europe in the Age of Absolutism
3 credits
(Recommended for Background: History 120) A study of the major political, social, economic and intellectual movements in Europe from the rise of royal absolutism until the outbreak of the French Revolution.

HIST. 327-328 Staff
France, 1814-1940
6 credits
France from the fall of Napoleon; the constitutional monarchies; the Second Republic, the Second Empire, and the Third Republic. The principal cultural movements of the period are covered, along with the political, social, and economic factors.

H/PS 327 Dr. Parente
Modern Japan
3 credits
(See description under Political Science)
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<td>HIST. 329</td>
<td>Prof. Williams</td>
<td>Europe, 1815-1875 (Prerequisite: Hist. 121) The congress of Vienna and the European restoration; Industrialism, Liberalism, Socialism, and Nationalism; the revolutions of the 1840's; the unification of Italy and the German Empire; Russia and the Lesser States of Europe; the Third French Republic.</td>
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<td>HIST. 330</td>
<td>Prof. Williams</td>
<td>Europe, 1875-1918 (Prerequisite: Hist. 121) The domestic problems confronting France, Italy, Germany, Central and Eastern Europe, and Russia. Competition for colonies and markets; the growth of alliances; World War I and the Treaty of Versailles. The Russian Revolution and Communism.</td>
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<td>HIST. 331</td>
<td>Dr. Poulson</td>
<td>Recent U.S. History: 1960 to the Present A study of American society since 1960. The course will focus on the New Frontier and Great Society; the Vietnam War; protest movements; Watergate; and the conservative response to these developments.</td>
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<td>H/PS 331</td>
<td>Dr. DeMichele</td>
<td>English Constitutional and Legal History to 1485 Anglo-Saxon basis; fusion of Anglo-Saxon and Norman political institutions; Angevin innovations; Magna Carta; concept of representation; beginnings of the Common Law; jury system; emergence of Parliament.</td>
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<td>H/PS 332</td>
<td>Dr. DeMichele</td>
<td>English Constitutional and Legal History, 1485 to Present Tudor absolutism, struggle between royal prerogative and Parliament; rise of House of Commons; Parliamentary supremacy after 1688; development of Cabinet government; democratic reforms; Parliamentary Bill of 1911; extension of administrative law.</td>
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<td>HIST. 332</td>
<td>Dr. Kennedy</td>
<td>America in the Gilded Age (Recommended for background: History 111) American society in the late nineteenth century with special attention to such topics as: the rise of big business and industrial conflict; immigration and growth in the cities; the Populist movement; and the Spanish-American War.</td>
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<td>HIST. 333-334</td>
<td>Dr. Earl</td>
<td>Twentieth Century Europe World War I Treaty of Versailles; Russia becomes the USSR; the European struggle for security; Italian Fascism; Rise of Nazi Germany; Asia between the two wars. World War II, loss of colonial empires in Africa and Asia; development of the Cold War; Marshall Plan and NATO.</td>
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<td>HIST. 335</td>
<td>Prof. Williams</td>
<td>World War II, Cold War &amp; Detente The diplomacy of World War II; the development of the Cold War between the U.S. and the U.S.S.R. and the adoption of the policy of Detente.</td>
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<td>HIST. 336</td>
<td>Atty. Rosenberg</td>
<td>History of American Law (Prerequisite: H110 and H111) Traces the history of ideas and concepts utilized by the courts, legislature, organized bar and administrative agencies to solve legal problems; and shows how American legal thought and reasoning developed from Colonial days to the present.</td>
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<td>H/PS 338</td>
<td>Dr. Parente</td>
<td>Politics of Islam (See description under Political Science.)</td>
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<td>HIST. 490</td>
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<td>Seminar in European History (Restricted to Senior History Majors and 4-year BA/MA History students) An analysis of selected topics in European history from the fifteenth to the twentieth century. Extensive readings. Historical research and writing stressed.</td>
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<td>HIST. 491</td>
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<td>Seminar in American History (Restricted to Senior History Majors and 4-year BA/MA History students) An analysis of selected topics in American history from the Colonial era to the present. Extensive readings. Historical research and writing stressed.</td>
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**MATHEMATICS**

**DR. JASINSKI, Chairperson**

The mathematics program balances algebra vs. analysis in its basic courses and pure vs. applied mathematics (including probability and statistics) in its advanced courses. Supporting courses balance traditional physics vs. contemporary computer science. Graduates have great flexibility; some continue study in mathematics or related fields, some teach, some become actuaries, and some work in jobs which vary from programming to management. A student chapter of the Mathematical Association of America encourages early professionalism.

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<td>MAJOR</td>
<td>Math 221-222 Analysis II-III</td>
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<td>MAJOR</td>
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<td>Phil. 210 Ethics</td>
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<td>GE FREE</td>
<td>Electives</td>
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<td>MAJOR</td>
<td>Math Elec. Electives</td>
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<td>GE AREA V</td>
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<td>3 3</td>
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<td>15 18</td>
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</tbody>
</table>

**TOTAL:** 134/135 credits

Electives for Mathematics majors: Major electives are selected from mathematics courses numbered above Math 300; also Phys 350, Phys 351, Cmps 362 or Cmps 364. A student must select as an elective at least one of Math 447 or 449, and at least two of Math 312, 345, 460, 461. Additional courses numbered under Math 300 may be taken as free electives but not as major electives. Cognate electives must be used to complete a minor, a concentration, a second major, secondary education certification, or a package of courses pre-approved by the department.

**MINOR.** Mathematics minor must include Math 114, 221, 222, and 351 and two additional electives chosen from mathematics courses numbered over 300 or Phys 350.

The results of the placement tests administered during freshman orientation assist students and their advisors in choosing the proper beginning level mathematics sequence and the proper entry level within that sequence. If a course is a prerequisite for a second course, directly or indirectly, and a student receives credit for the second course then that student will not be allowed to register for the prerequisite course.

111
MATH 005  Algebra  3 credits  
A study of algebra including factoring, exponents, radicals, graphing, and linear and quadratic equations. Enrollment is restricted to Dexter Hanley College students who are limited in algebra skills. Permission of the Dean of the Dexter Hanley College is required in order to enroll in this course. Credits count only as free elective.

MATH 101-102  Mathematics Discovery  3 credits each  
Fundamental ideas of mathematics are used to encourage an appreciation of the influence of mathematics in our society. Topics exploring various aspects of mathematical reasoning and modeling are selected by the instructor in the effort to bring the excitement of contemporary mathematical thinking to the nonspecialist. Not open to students with credit for or enrolled in this course.

MATH 103  Pre-Calculus Mathematics  4 credits  
An intensified course covering the topics of algebra, trigonometry, and analytic geometry. Not open to students with credit for or enrolled in Math 100 or any calculus course.

MATH 104  Mathematics for Elementary Teachers  3 credits  
Development of the mathematical skills needed for teaching mathematics at the elementary level. Concepts, processes, and applications of elementary mathematics. Open only to elementary education majors.

MATH 106  Quantitative Methods I  3 credits  
Topics from algebra including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic) and linear inequalities. Not open to students with credit for or enrolled in Math 103 or Math 109.

MATH 107  Quantitative Methods II  3 credits  
(Please see Math 106 for equivalent) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions, and maximum-minimum problems. Integration. Not open to students with credit for or enrolled in Math 103 or Math 109.

MATH 108  Quantitative Methods III  3 credits  
(Please see Math 106 or 107 for equivalent) Topics from integral calculus including the definite and indefinite integral, techniques of integration, and multivariable calculus. Not open to students with credit for or enrolled in Math 221.

MATH 109  Quantitative Methods in the Behavioral Sciences  4 credits  
The mathematics necessary for elementary statistics: algebraic rules, logic, equations, functions, and linear regression. Particular attention paid to lines, parabolas, reciprocals, square roots, logarithms, and exponents. Intended for students from psychology and related disciplines. Not open to students with credit for or enrolled in Math 103.

MATH 114  Analysis I  4 credits  
(Please see Math 103 or equivalent) The beginning of a twelve credit sequence covering the topics of calculus and analytic geometry. Limits, differentials, integration. Fundamental Theorem. Prerequisite Math 103 or equivalent.

MATH 142  Discrete Structures  4 credits  
A study of symbolic logic, sets, combinatorics, mathematical induction, recursion, graph theory and trees. Intended for mathematics, computer science, and computer information systems majors, but open to other qualified students.

MATH 184-284-384-484 Special Topics  1-4 credits each  
Topics, prerequisites, and amount of credit will be announced prior to preregistration.

MATH 202  History of Math  3 credits  
Important mathematical discoveries in their historical context; the works of some prominent mathematicians and the practical significance of their accomplishments. (GE AREA I only)

MATH 204  Special Topics of Statistics  3 credits  
Study of the computational aspects of statistics; hypothesis testing, goodness of fit; nonparametric tests; linear and quadratic regression, correlation and analysis of variance. Not open to students who have credit for or are enrolled in an equivalent statistics course (e.g. Psy 210), Math 312 or Math 314. (GE Area I only)

MATH 221  Analysis II  4 credits  
(Please see Math 114) Topics include: applications of the definite integral, Transcendental functions, methods of integration, improper integral, parametric equations, polar coordinates, and indefinite forms.

MATH 222  Analysis III  4 credits  
(Please see Math 221) Topics include: infinite series, vectors, solid analytic geometry, multivariable calculus, and multiple integration.

MATH 312  Probability Theory  3 credits  
(Please see Math 222) Basic concepts of probability theory, random variables and their distribution functions; limit theorems and Markov chains.

MATH 314  Statistics  3 credits  
(Please see Math 312) Measure of central tendency, measure of dispersion, continuous random variables, expected value, moments, confidence intervals, hypothesis testing, regression, and correlation.

MATH 320  Chaos and Fractals  3 credits  
(Please see One math course beyond Math 221 or one CMPS course or equivalent experience) Study of chaotic dynamical systems and fractal geometry. Topics from discrete dynamical systems theory include iteration, orbits, graphical analysis, fixed and
periodic points, bifurcations, symbolic dynamics, Sarkovski’s theorem, the Schwarzian derivative, and Newton’s method. Topics from fractal geometry include fractal, Hausdorff, and topological dimension, L-systems, Julia and Mandelbrot sets, iterated function systems, the collage theorem, and strange attractors.

MATH 330
Actuarial Mathematics 3 credits
(Prerequisite: Math 221) Theory of interest, accumulation and discount, present value, future value, annuities, perpetuities, amortizations, sinking funds, and yield rates.

MATH 341
Differential Equations 4 credits
(Prerequisite: Math 222) Treatment of ordinary differential equations with applications.

MATH 345
Geometry 3 credits
Euclidean, non-Euclidean, and projective geometry. Transformations and invariants.

MATH 346
Number Theory 3 credits
(Prerequisite: Math 114) Topics include divisibility, the Euclidean Algorithm, linear diophantine equations, prime factorization, linear congruences, some special congruences, Wilson’s theorem, theorems of Fermat and Euler, Euler phi function and other multiplicative functions, the Mobius Inversion Formula.

MATH 351
Linear Algebra 3 credits
(Corequisite: Math 222) Vector spaces, matrices, determinants, linear transformations, eigenvalues, eigenvectors, inner products, and orthogonality.

MATH 430
History and Philosophy of Mathematics 3 credits
(Prerequisite: Math 222 plus six credits of mathematics numbered 300 or above) A study of the history of mathematics with emphasis on twentieth century issues. Writing intensive.

MATH 446
Real Analysis I 3 credits
(Prerequisite: Math 222) Topics include: the algebra and topology of the real numbers, functions, sequences of numbers, limits, continuity, absolute and uniform continuity, and differentiation.

MATH 447
Real Analysis II 3 credits
(Prerequisite: Math 446) Selections from: integration theory, infinite series, and sequences of functions, and related topics.

MATH 448
Modern Algebra I 3 credits
(Prerequisite: Math 351) Fundamental properties of groups, rings, polynomials, and homomorphisms.

MATH 449
Modern Algebra II 3 credits
(Prerequisite: Math 448) Further study of algebraic structures.

MATH 460
Topology 3 credits
(Prerequisite: Math 446) Topological spaces: connectedness, compactness, separation axioms, and metric spaces.

MATH 461
Complex Variables 3 credits
(Prerequisite: Math 222) The theory of complex variables: the calculus of functions of complex variables, transformations, conformal mappings, residues, and poles.

MATH 462
Vector Calculus 3 credits
(Prerequisites: Math 222 and 351) The calculus of scalar and vector fields and of functions defined on paths or surfaces. Implicit Function, Green’s, Stokes; and Gauss’ Theorems. Applications.
MILITARY SCIENCE

Army Reserve Officer Training Corps (ROTC)

LTC. WETHERELL

ROTC is a totally flexible program that can be tailored to any individual student; especially those in their freshman and sophomore years. The objective of the program is to develop a pool of leaders who are qualified to become officers in the active or reserve forces of the U.S. Army.

Military Science instruction for University of Scranton students is offered on-campus, through the Military Science Department. Two-year and four-year programs are offered, both of which lead to a commission as an officer in the United States Army. To obtain this commission, qualified male and female students must pass an aptitude test, a physical examination, and complete either the two-or four-year program of approved Military Science courses. Most students take one course per semester of the basic course program, (freshmen and sophomore years), and one course per semester of the advance courses (junior and senior years). All contracted students in the Advanced Courses, (junior and senior years), will receive a $150 per month subsistence allowance. Uniforms, equipment, and textbooks required for Army ROTC classes will be supplied by the Military Science Department.

Students qualify for entry into the Advance ROTC course (juniors/seniors/graduate students) in three ways:

1. On Campus Courses: Most students take the introductory military science courses, of the basic military science program, on-campus during their freshmen and sophomore years. These courses allow them to participate, without incurring any obligation, in adventure training, and to learn about the opportunities and responsibilities of being an Army officer without incurring any obligation.

2. Summer Programs: Students may also qualify through a paid, six-week, no obligation summer training session held in Fort Knox, Kentucky, which provides intensive military training equivalent to the instruction received by freshmen and sophomores in the basic course program.

3. Advanced Placement: Students with any prior military service, members of the United States Army Reserves or National Guard, or former Junior ROTC members may qualify for advanced placement into the advanced Army ROTC program.

TWO YEAR PROGRAM: Available to qualified full-time students, (generally having a minimum of two academic years remaining to degree completion), who meet the criteria set forth in paragraphs (2) or (3) above. Application for this program should be made prior to the end of the Spring Semester of the sophomore year for those students not previously enrolled in Military Science instruction. Also available for accepted graduate students.

FOUR YEAR PROGRAM: Consists of attending the freshman and sophomore classes; students can begin as late as the spring semester of their sophomore year if approved by the department chairman. Enrollment in the first four courses of Military Science (MS I & II) is accomplished in the same manner as any other college courses and carries no military obligation for non-scholarship students. Application to enroll in the Advanced Military Science courses (MS III & IV) must be made while enrolled in Military Science 202.

While enrolled in the advanced Courses, each student is required to complete a paid six-week Advanced Training Camp at Fort Bragg, North Carolina, normally after completing Military Science 302, in their junior year. Transportation, food, lodging, and medical and dental care are provided in addition to base pay.

SCHOLARSHIPS: There are significant scholarship opportunities for ROTC students. Freshmen and sophomores can apply for 3 and 2 year full scholarships in January. Historically 85% of University of Scranton students who apply are scholarship winners. Also, there are scholarships offered to students who attend the 6-week summer program at Ft. Knox prior to the junior year. In 1995, 100% of students in the Scranton program won scholarships at the summer camp.

MS 101-102
Concepts of Leadership I & II
2 credits
Instruction is designed to provide a very basic understanding of military knowledge while concentrating on the leadership skills and civic responsibilities important to all citizens. Students may elect to participate in many activities that produce expertise in rappelling, orienteering, first aid, swimming and marksmanship.

MS 111-112
Leadership Applications Laboratory
0 credits
Freshmen and Sophomores are encouraged to participate in this elective. “Hands-on” instruction is designed to reinforce classroom training on weapons, first aid, tactics, leadership and military drill.

MS 131-132
Advanced Leadership
0 credits
Advanced course Junior/Senior students are required to attend. Hands-on reinforcement of classroom leadership training and military structures is conducted. Students plan resource and conduct the training under the supervision of regular army sergeants and officers. Juniors are tested in situations similar to those they will experience at their Advanced summer camp.

MS 201-202
Dynamics of Leadership I & II
4 credits
Instruction is designed to familiarize the student with basic military operations and the principles of leadership. Students experience hands-on training with navigation and topographic equipment, first aid (including CPR) procedures, and military weapons.
MS 301-302
Military Leadership I & II 3 credits
(Prerequisite: MS 201-202, or equivalent)
Instruction is designed to continue the development of leadership qualities and technical skills required in the military. Students teach freshmen and sophomores to use equipment and are graded in positions of responsibility. Students learn to plan, resource and execute effective training. The goal of the junior year is to prepare the student to excel at the Advanced summer camp prior to their senior year. (GE Area II, 2 credits awarded for MS 301, 1 credit for MS 302)

MS 401-402
Advanced Military Leadership 3 credits
Instruction is designed to prepare students to function as members of a military staff and concurrently continues leadership development. The Professor of Military Science teaches this course and mentors students prior to their first military assignment. The course covers briefing techniques, effective writing, army training systems, and the logistical and administrative support of military operations. (GE Area II, 2 credits awarded for MS 401, 1 credit for MS 402)

PHED 138
Physical Fitness Training 1 credit
A modern up-to-date program of fitness and health training. The one hour sessions are conducted before classes on Mondays, Wednesdays and Fridays. The routine consists of stretching and warm-ups, followed by strengthening exercises, and concluding with an aerobic workout. There are a wide variety of activities including running, aerobics, swimming, gymnastic sports, weight lifting and the “Army Daily Dozen.” Safety is a prime concern and all sessions are supervised by senior military sergeants and officers. This course is designed (but not required) to be counted towards the four credit PE requirement during the Junior and Senior years. This course may be audited and is open to all students.

NOTE: Candidates for an Army commission through Military Science are required by regulation to complete academic courses in the areas of written communications skills, human behavior, military history, computer literacy, and math reasoning. Generally, these requirements will be met by satisfying the University’s General Education requirements. Contact the Professor of Military Science for specific requirements.
NEUROSCIENCE

DR. J. TIMOTHY CANNON, Director

The foundation courses of this interdisciplinary curriculum are selected from the Biology, Psychology, and Chemistry departments. Depending upon the electives chosen, the program can prepare students for a variety of graduate programs within the field of neuroscience. Such graduate training may draw from a range of disciplines, including biology, psychology, anatomy, pharmacology, toxicology, biophysics, biochemistry, and medicine. Students have ample research opportunities in laboratories that can support a diversity of behavioral, biochemical, neurophysiological, and neuroanatomical investigations. The program is administered by an interdisciplinary committee.

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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRESHMAN FALL</td>
<td>SPRING</td>
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<tr>
<td>MAJOR</td>
<td>Psych. 110</td>
<td>Fund. of Psych</td>
</tr>
<tr>
<td>MAJOR</td>
<td>Biol. 141-142</td>
<td>General Biol. I-II</td>
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<tr>
<td>COGNATE</td>
<td>Chem. 112-113</td>
<td>Gen. &amp; Anal. Chem.</td>
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<td>GE AREA III</td>
<td>Communications</td>
<td>Electives **</td>
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<td>GE AREA IV</td>
<td>Humanities</td>
<td>Electives</td>
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<tr>
<td>GE AREA V</td>
<td>Phil. 120</td>
<td>Intro. to Phil.</td>
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<td>PHYS EDUC</td>
<td>Ph. Ed.</td>
<td>Physical Education</td>
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<td>SOPHOMORE</td>
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<td>MAJOR</td>
<td>Psych. 231</td>
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<td>MAJOR</td>
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<td>Analysis I</td>
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<td>GE AREA V</td>
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<td>Theol. I - Ethics</td>
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<td>TOTAL:</td>
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</table>

* Students must take 4 major elective courses, 2 each from Psychology and Biology. Psychology electives must be drawn from Psych 220, Psych 221, Psych 222, Psych 225, Psych 230, Psych 234, Psych 235, or, with permission of the director, Psych 284 or 384. Biology electives must be drawn from those intended for Biology majors. With permission of the director, Special Topics in Neuroscience (Neur 384) may be used to fulfill one Psychology or Biology elective requirement.
** Unless the student is exempt from the University requirements, Engl. 107 and Comm. 100 are recommended in freshman year.
*** Students should consider their projected graduate program when choosing cognate electives from the areas of chemistry, mathematics, physics, and computer science.

**NEUR. 384**

Special Topics in Neuroscience
(Formerly Neur. 170; Prerequisites: Biol. 141-142 and Psych. 231) Course topics are developed by individual faculty to provide in-depth coverage of a specific area in neuroscience. Some courses have required or elective laboratory components. Course titles and descriptions will be provided in advance of registration.

**NEUR. 493-494**

Staff Undergraduate Research in Neuroscience
(Formerly Neur. 160-161; Prerequisites: Biol. 141-142, Psych. 231, Psych. 330, and permission of professor) Individual study and research on a specific topic relevant to neuroscience under the supervision of a faculty member. It is strongly recommended that this research be initiated during the junior year, and it is expected that the research will extend over a two-semester period.
The basic objectives of the Philosophy Department may be stated as follows:

1) To inspire the student to come to grips with the basic philosophical problems implicit in the experience of the self, others and the universe, together with the question of their relations to ultimate transcendence (God and immortality);

2) To lead the student to develop habits of clear, critical thinking within the framework of both an adequate philosophical methodology and accepted norms of scholarship;

3) To introduce the student to reading critically the great philosophers, past and present;

4) Finally, to help the student to formulate for himself or herself a philosophy of life or world-view consistent with the objectives of liberal education at a Catholic university.

For the AB degree in Philosophy, the major must take 24 credits (8 courses) in Philosophy in addition to the six required of all students. These 24 credits must include a logic course and at least two courses on the 300 or 400 level.

See also the Philosophy offerings in the SILA Program described elsewhere in this catalogue.

Phil. 120, Introduction to Philosophy, is a prerequisite to any other philosophy course.

PHIL 120
Introduction to Philosophy
3 credits
The aim of this course is to awaken in the student an appreciation of the nature and method of philosophical inquiry through an examination of key texts that grapple with central questions in the history of philosophy.

PHIL 210
Ethics
3 credits
A critical examination of fundamental moral issues through close readings of seminal texts spanning the history of philosophy. Themes to be explored include happiness, virtue, the nature of justice, free choice, conscience, natural law and obligation, God and morality.

PHIL 211
Business Ethics
3 credits
This course is an application of standard philosophical principles and theories to the critical study of questions, issues, and problems that surround the moral conduct of business. Recommended for business majors.

PHIL 212
Medical Ethics
3 credits
(Prerequisite: Phil. 210) The course will introduce the student to the presence of basic ethical concerns in the practice and distribution of health care. The course will emphasize both current scholarship and the practical nature of the subject through the discussion of medical cases, ethical theories, and current readings. Recommended for those interested in the health care professions.

PHIL 213
Environmental Ethics
3 credits
(Prerequisite: Phil. 210) An introduction to environmental philosophy and the various ethical responses to the ecological crisis of the late 20th century. Examines such issues as biocentrism vs. anthropocentrism, the relation between culture and nature, the environmental ethical debate.

PHIL 214
Computers and Ethics
3 credits
(Prerequisite: Phil. 210) The computer revolution raises new ethical problems and presents novel aspects of traditional ethical issues. Ethical aspects of hacking, software piracy, computer aided decision making, protection of software by copyright, patent, trade secret laws, unauthorized use of computer resources, privacy and data-base security, program warranties and programmer responsibility, artificial intelligence, the interface between human and computer.

PHIL 215
Logic: The Art of Communication
3 credits
This course will help the student to understand reasoning—and to reason better. We will study syllogistic, propositional, quantificational, and modal logic. We will use these to analyze hundreds of arguments; many of these are on philosophical topics like morality, free will, and the existence of God.

PHIL 218
Feminism: Theory and Practice
3 credits
In this course we will explore the relationship between feminist analyses of sexism and political practices aimed at eliminating it. To this end we will examine divergent political traditions and show ways in which feminists have criticized, appropriated, and made use of them in their own work. Special attention will be paid to the interrelationship of gender, class and race. This course may be counted toward Women’s Studies Concentration.

PHIL 219
Russian Philosophy
3 credits
This course will trace the evolution of Russian philosophical thought. The offering will concentrate on select nineteenth and twentieth century authors and will also highlight several grand themes dear to Russian philosophers, including integral knowledge, the philosophy of history, Godmanhood and Sophia. Consideration will be afforded both religious and non-religious thinkers.
## PHILOSOPHY

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td><strong>FRESHMAN</strong></td>
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<td>MAJOR</td>
<td>Phil. 120-210 Introduction-Ethics</td>
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<td>GE AREA I</td>
<td>Nat. Sci./Quant. Elective</td>
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<td>GE AREA II</td>
<td>Communications Elective</td>
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<td>GE AREA III</td>
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<td>GE AREA IV</td>
<td>T/RS 121 Theology I</td>
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<tr>
<td>PHYS EDUC</td>
<td>Ph. Ed. Physical Education</td>
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| **SOPHOMORE** |                             |         |
| MAJOR         | Phil. 215-Elec. Logic-Thematic Elective | 3       |
|              |                             | 3       |
| MAJOR         | Phil. Elect. Hist. of Phil. Elect. | 3       |
|              |                             | 3       |
| GE AREA I    | Nat. Sci./Quant. Elective    |         |
|              |                             | 3       |
| GE AREA II   | Social/Behavior Elective    |         |
|              |                             | 6       |
| GE AREA IV   | T/RS 122 Theology II        | 3       |
| PHYS EDUC    | Ph. Ed. Physical Education  | 1       |

| **JUNIOR**    |                             |         |
| MAJOR         | Philosophy Thematic & Free Electives | 3       |
|              |                             | 3       |
| MAJOR         | Philosophy Hist. of Phil. Elect. | 3       |
| Cognate      | Electives                   |         |
|              |                             | 6       |
|              |                             | 6       |
| GE AREA IV   | Humanities Elective         |         |
|              |                             | 3       |
| GE AREA V    | Phil. or T/RS Philosophy/Religious Studies Elective | 3       |
| GE FREE      | Elective                    |         |

| **SENIOR**    |                             |         |
| MAJOR         | Philosophy Electives        | 3       |
| Cognate      | Electives                   |         |
|              |                             | 6       |
|              |                             | 6       |
| GE AREA IV   | Humanities Elective         |         |
|              |                             | 3       |
| GE FREE      | Electives                   |         |

**TOTAL: 127 credits**

*Foreign language is recommended by Department. Three credits may be placed in Area III (Communications) and three credits in Area IV (Humanities). ENGL 107 (Composition) and Comm. 100 (Public Speaking) are also recommended by the department for Area III.

In the Cognate area of 24 hours, the department requires that 12 credits be focused in one field. It should be noted that six credits not required by the department in the Major area are added to the Free Area in senior year. These may be taken in any field including philosophy.

**MINOR.** A minor in philosophy consists of 18 credits, i.e. the 6 credits required of all students and 12 additional credits to be chosen by the student.

**PHIL 220** Dr. Klonoski

**Ancient Philosophy**

3 credits

The Pre-Socratics, Plato, Aristotle and their immediate successors. Special emphasis on the Theory of Knowledge, the Metaphysics and philosophical anthropology of Plato and Aristotle.

**PHIL 221** Dr. Rowe

**Medieval Philosophy**

3 credits

PHIL 221 is a survey of philosophy in the European Middle Ages. We will focus on the connections between medieval philosophy and its classical and Christian sources, on questions concerning nature/grace, reason/faith, theology/philosophy, and on the nature and ethos of scholasticism.

**PHIL 222** Dr. Nordberg

**Modern Philosophy I**

3 credits

Renaissance Background: Petrarch and the humanist movement; Galileo and the beginnings of modern science. Descartes: matheus universalis; the difficulties of the Cartesian method; solution in the one substance of Spinoza. British Empiricism: Locke and the problem of substance, Berkeley’s ‘Esse est percipi’, culmination in Hume and the doctrine of perceptual atomism.
<table>
<thead>
<tr>
<th>PHIL 223</th>
<th>Fr. Mohr</th>
<th>Modern Philosophy II</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>The development of idealism in the thought of Kant, Fichte, Schelling, and Hegel, with its influence on Feuerbach, Marx, Engels, and Kierkegaard. Special consideration of dialectical thinking in its resolution of the antitheses of reality and appearance, freedom and necessity, infinite and finite, and faith and knowledge.</td>
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<table>
<thead>
<tr>
<th>PHIL 224</th>
<th>Dr. Fairbanks</th>
<th>Foundations of 20th Century Philosophy</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A study of some of the key figures that have set the tone for the 20th Century philosophy. Buber, Marx, Kierkegaard, Hume, and Russell are studied in detail.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PHIL 225</th>
<th>Dr. Casey</th>
<th>Contemporary Philosophy</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A survey of 20th Century schools of philosophy including pragmatism (William James), phenomenology (Heidegger), existentialism (Sartre), post-structuralism (Derrida), and analytic philosophy (Wittgenstein).</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PHIL 226</th>
<th>Dr. Black</th>
<th>Oriental Philosophy</th>
<th>3 credits</th>
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</thead>
<tbody>
<tr>
<td>An introduction to the classical and modern Chinese understanding. The course will focus on the Daoist’s teachings and vision, the modifications made to Daoism by Buddhism, and the thought of Confucius and the Neo-Confucians. Included in the course will be comparisons and contrasts with Western thought and some discussion of Japanese Buddhism. The topics of the course will include ethics, social life, mysticism, religion, and reality.</td>
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<table>
<thead>
<tr>
<th>PHIL 227</th>
<th>Dr. Baillie</th>
<th>Political Philosophy</th>
<th>3 credits</th>
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</thead>
<tbody>
<tr>
<td>Philosophical and ethical analysis of the social nature of man with emphasis on modern social questions. Ethics of the family, of nation and of communities. International ethics.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>PHIL 228</th>
<th>Dr. Fairbanks</th>
<th>Philosophy of the Person</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course will deal with the basic questions that confront the human person. This will involve an analysis of the social situation, a discussion of the implications of this situation for the person as he/she relates to the world, and a search for the meaning of the ‘whole person’.</td>
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</table>

<table>
<thead>
<tr>
<th>PHIL 229</th>
<th>Fr. Mohr, Dr. Rowe</th>
<th>Philosophy of Religion</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>An investigation of the main topics which have emerged in philosophers’ reflections on religion: arguments for the existence of God; the possibility of statements about God; assessment of religious experience; the notions of miracle, revelation, immortality and afterlife; the problem of evil; relations between religious faith and reason; religion and ethics. Selected reading from classical and contemporary authors.</td>
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</table>

<table>
<thead>
<tr>
<th>PHIL 230</th>
<th>Dr. Capestany</th>
<th>Philosophy of History</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course considers three fundamental aspects. First, the ultimate causes of the historical facts (philosophy of history); second, the ultimate causes of the knowledge of those facts (philosophy of the science of history); and finally, a study of the unification of these two in man, reality, and theology.</td>
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<thead>
<tr>
<th>PHIL 231</th>
<th>Staff</th>
<th>Philosophy of Women</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>This course reviews the philosophies of women in western thought from Plato and Aristotle to Nietzsche, Schopenhauer, and Beauvoir. It concludes with an interdisciplinary selection of readings on women to be addressed philosophically in art, anthropology, literature, politics, theology, psychology, etc.</td>
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<thead>
<tr>
<th>PHIL 232</th>
<th>Dr. Capestany</th>
<th>Idea of a University</th>
<th>3 credits</th>
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<tr>
<th>PHIL 233</th>
<th>Dr. Fairbanks</th>
<th>Existentialism</th>
<th>3 credits</th>
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</thead>
<tbody>
<tr>
<td>A critical study of selected works of Kierkegaard, Jaspers, Marcel, and Sartre, with special emphasis on the existentalist themes of sethels, freedom, dread, responsibility, temporality, body, limited and unlimited knowledge and reality, and fidelity to community.</td>
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<table>
<thead>
<tr>
<th>PHIL 234</th>
<th>Dr. Fairbanks</th>
<th>New Directions in Philosophy</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>The purpose of this course is to focus on very recent works of philosophical value that open new avenues of intellectual reflection. Books and video tapes are updated regularly.</td>
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<thead>
<tr>
<th>PHIL 235</th>
<th>Dr. Black</th>
<th>Freud and Philosophy</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>Examination of overt and covert philosophical implications of Freud’s system of psychoanalysis. Emphasis on actual writings of Freud, particularly after 1920.</td>
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<thead>
<tr>
<th>PHIL 236</th>
<th>Dr. Casey</th>
<th>Epistemology</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>An historical and analytical examination of the problem of knowledge within the context of the problem of truth. Areas of investigation are authentic and unauthentic thinking and verbalization; the relationship between thought and language; the relationship between thought and experience; the critical status of the fundamental positions on the problem of ultimate truth.</td>
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<table>
<thead>
<tr>
<th>PHIL 237</th>
<th>Drs. Baillie, McGinley</th>
<th>Metaphysics</th>
<th>3 credits</th>
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</thead>
<tbody>
<tr>
<td>A textual inquiry into the adequacy of philosophers’ answer to the fundamental question, “What is it?”. Special attention will be given to Plato, Aristotle, Aquinas, Kant’s critical philosophy, and the issues of nature and history.</td>
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</tbody>
</table>
PHIL 312  Dr. Rowe  
Modern Philosophy III  3 credits  
This course is a study of four figures in nineteenth century philosophy: Hegel, Kierkegaard, Marx, and Nietzsche. We will consider such issues as the relation between philosophy and non-philosophical experience, the place of philosophy in society, the theme of conflict in life and thought, and the simultaneous spread and decay of humanism in the nineteenth century.

PHIL 313  Dr. Klonoski  
Philosophy and Friendship  3 credits  
This course will be a historical survey of primary texts which discuss friendship. Readings in the course will be taken from authors of the ancient, medieval, modern and contemporary periods in the History of Philosophy. Some of these authors whose works will be discussed are, Xenophon, Plato, Aristotle, Cicero, Augustine, de Montaigne, Bacon, Kant, Emerson, Nietzsche, Gray, Arendt and Sartre.

PHIL 315  Dr. Baillie  
20th Century Political Philosophy  3 credits  
This course is a survey of modern social contract theory, and its relation to capitalism, and of modern Marxism. Issues raised will include obligation and consent, equality, freedom and self-determination, the role of markets, and the role of the state.

PHIL 318  Dr. Baillie  
Social Justice  3 credits  
The purpose of this course is to raise issues that involve obligations of the society to the individual and the individual to society. It will begin by questioning the relation between conceptions of justice and conceptions of rationality and then move to the examination of the claims of human dignity across traditions.

PHIL 319  Dr. Capestany  
Philosophy of Law  3 credits  
A study of the various justifications of law and their implications. Special consideration will be given to the problems of civil disobedience and the force of law in institutional contexts.

PHIL 320  Drs. Capestany, Black  
Aesthetics  3 credits  
The main theories of the essential character of beauty or art, how they are judged, how they are related to the mind and the whole person, how they are created and how this creativity expresses a commitment to oneself and to the world.

PHIL 321  Dr. Nordberg  
Great Books  3 credits  
Major thinkers in the Western philosophical, religious, political and literary traditions. This course emphasizes philosophical themes in literature.

PHIL 325  Dr. Meagher  
Literature and Ethics  3 credits  
This course examines that "old quarrel between philosophy and literature," the dispute between Plato and Ancient Athenian poets regarding the source of morality, and studies how this quarrel continues in contemporary moral discourse. The aims of this course are to: (1) gain a better understanding of the nature of humanism in contemporary moral thinking, especially regarding so-called "esthetic approaches to ethics"; and (2) rethink the "old quarrel," as we examine contemporary philosophers' turns to literature in an attempt to reconstruct the concept of moral agency.

PHIL 326  Dr. Meagher  
Advanced Topics in Feminist Philosophy  3 credits  
This course will explore a special topic in feminist philosophy. The topic will vary according to student and faculty interest. Possible topics might include: feminism and aesthetics, issues of equality, philosophy of women. Course might be repeated as topics vary. Prerequisite: Phil. 218, other women's studies courses, or permission of the instructor. This course may be counted toward Women's Studies Concentration.

PHIL 327  Dr. McGinley  
Readings in the Later Plato  3 credits  
A survey and contextualization of the dialogues usually said to be "Later" in Plato's intellectual development will precede a textually based examination of those dialogues in which Plato's dialectic turns on the "concept of difference." Thaetetus, Sophist, and Parmenides will be emphasized.

PHIL 328  Dr. Meagher  
Philosophy of Literature  3 credits  
This course examines the nature of literature and its relation to philosophy and political life. Students will study both classical texts on literature and contemporary Anglo-American examinations and appropriations of them, as well as recent European literary theory.

PHIL 410  Dr. Black  
Philosophy of Culture  3 credits  
Examines the meaning of the term "culture." Explores the notions of civilization and barbarism, common principles in cultural development, and the interaction of such cultural forces as myth, magic, language, art, religion, science and technology. Special attention will be given to the question of "progress" and "regress" in culture.

PHIL 411  Dr. Capestany  
Philosophy of Aquinas  3 credits  
Significance of Aquinas' incorporation of Aristotelianism into the Christian West in the 13th century. Importance of his synthesis of philosophy and theology. Examination of his metaphysics, anthropology and ethics. His relevance to the world.
PHIL 414 Dr. Rowe
Philosophy of Emmanuel Levinas 3 credits
This course is a study of the twentieth century Jewish philosopher, Emmanuel Levinas. We will focus on Levinas’ theory of ethical experience, an account that takes its categories from both Greek and Hebrew sources, thereby enriching the dialogue between Jewish and Christian traditions in philosophy.

PHIL 418 Dr. Klonoski
Phenomenology 3 credits
An introduction to phenomenology, which is a critical methodological approach to human experience. This 20th century European movement will be examined through selected works of Husserl, Heidegger, Sartre, and Merleau-Ponty. The intent of the course is to explore phenomenology both as a theoretical approach to the study of human consciousness and the lived-world and as a unique philosophical method.

PHIL 420 Dr. Black
Philosophy of Rhetoric 3 credits
A systematic investigation of the form, meaning, and influence of rhetoric. Explores the relationships between topic and metaphor, logic and narration, ethos and logos, conscience and persuasion. Special attention is given to the various relationships between rhetoric and philosophy.

PHIL 425 Fr. McKinney
Postmodern Philosophy 3 credits
An examination of the transition from modernist culture and thought to postmodernist culture and thought. Derrida’s method of deconstruction will serve as the paradigm example of postmodernism. Recommended for those interested especially in literature and fine arts.

PHIL 430 Dr. Meagher
Philosophy of the Social and Behavioral Sciences 3 credits
The goal of the course is to encourage students to think philosophically about issues raised in social scientific studies, especially regarding the following: 1) the problem of cross-cultural understanding and interpretation, 2) the difficulties of research design and methodology, and 3) the relationship between social science, ethics, and policy making. Readings will be drawn from social scientific texts, “classic” debates in the philosophy of social science, and recent work in feminist epistemology and philosophy of the social sciences. Students interested in philosophy and/or the social sciences are encouraged to participate.

PHIL 431 Dr. Fairbanks
Philosophy of Science 3 credits
An introduction to the history and philosophy of science. Selections from Darwin’s The Origins of Species (1859) and The Descent of Man (1871) and Popper, Feyerabend, Hanson, Stace, Quine, Frank, Rescher, Hempel and Baier.

PHIL 432 Dr. T. Casey
Technology and Culture 3 credits
An examination of the cultural significance of modern technology from a variety of philosophical perspectives. Special emphasis will be placed on the technological character of ordinary existence, as well as on technology’s relation to and impact on science, art, religion, and politics.

PHIL 433 Dr. Fairbanks
Linguistic Philosophy 3 credits
The purpose of this course is to introduce the student to some of the major writers who have influenced in a major way twentieth century analytic and linguistic philosophy. These philosophers include C.S. Pierce, G.E. Moore, B. Russell, Wittgenstein, Ayer, Ryle, Wisdom, Quine, and Austin.

PHIL 434 Dr. Baille
Issues in Philosophy and Theology 3 credits
This course will investigate certain modern and contemporary problems in the relationship between philosophy and theology. In particular, it will examine the ways in which philosophical discussions (both specific arguments and general positions) influence theological discussions, as evidence of the suggestion that philosophy “gives voice” to theology.
PHYSICS

DR. SPALLETTA, Chairperson

The department of Physics/EE offers majors in physics and biophysics, as well as the electrical engineering and electronics-business majors described earlier. The objectives of the department are to provide skills, understanding, and the methodology required to initiate active participation in the development of new knowledge about the material universe. The approach of the physicist, based as it is on the analysis of mathematical models dealing with matter and energy and their interactions, supplies a unique and important insight to the solution of problems in many disciplines.

A 1988 study by the office of institutional research at Franklin and Marshall College shows that over the last 66 years, the University of Scranton ranked 33rd out of 977 four-year, private, primarily undergraduate institutions as the baccalaureate origin of physics doctorates. In addition, the biophysics concentration in recent years has regularly produced students admitted to medical school.

<table>
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<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>MAJOR</strong></td>
<td>Phys. 140-141</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elements of Physics I-II</td>
<td>4</td>
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<tr>
<td><strong>COGNATE</strong></td>
<td>Math 103-114, or Math 114-221</td>
<td>4</td>
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<td></td>
<td>Pre-Calculus Math.-Analysis I</td>
<td>4</td>
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<tr>
<td><strong>GE AREA II</strong></td>
<td>Social/Behavior</td>
<td>3</td>
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<td>Elective</td>
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<tr>
<td><strong>GE AREA III</strong></td>
<td>Communications</td>
<td>3</td>
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<td>Electives*</td>
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<tr>
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<td>Phys. 120 or T/RS 121</td>
<td>3</td>
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<tr>
<td></td>
<td>Intro. to Philosophy or Theology I</td>
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<tr>
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<td>Physical Education</td>
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<tr>
<td><strong>SOPHOMORE</strong></td>
<td>Phys. 270-352</td>
<td>3</td>
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<tr>
<td></td>
<td>Elements Modern Physics-Statistical and Engineering Thermodynamics</td>
<td>3</td>
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<tr>
<td><strong>COGNATE</strong></td>
<td>Math 221-222 or Math 222-341</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Analysis II-III or Analysis III-Differential Equations</td>
<td>4</td>
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<td>Social/Behavior</td>
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<td>Electives</td>
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<td>Electives</td>
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<td><strong>GE AREA IV</strong></td>
<td>Humanities</td>
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<td>Electives</td>
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<td><strong>GE AREA V</strong></td>
<td>T/RS 121 or Phys. 120</td>
<td>3</td>
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<tr>
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<td>Theol. I or Intro. to Phil.</td>
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<tr>
<td><strong>JUNIOR</strong></td>
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<td>Differential Equations or El.</td>
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<td>Applied &amp; Engineering Math</td>
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<td>Electives</td>
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<td><strong>GE AREA V</strong></td>
<td>Phil. 210</td>
<td>3</td>
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<td></td>
<td>Ethics</td>
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<td><strong>GE AREA V</strong></td>
<td>T/RS 122</td>
<td>3</td>
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<td></td>
<td>Theology II</td>
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| **SENIOR**    | Phys/E/EE Electives         | 3       |
| **MAJOR**     | Phys. 493                   | 3       |
| **MAJOR**     | Phys. 493                   | 3       |
| **GE AREA II**| Social/Behavior             | 3       |
| **GE AREA IV**| Humanities                  | 3       |
| **GE AREA V** | Phil./T/RS                  | 3       |
| **GE AREA V** | Philosophy and/or Religious Studies | 3 |
| **GE FREE**   | Electives                   | 3       |
|               | **TOTAL:**                  | **15**  |
|               | **TOTAL:**                  | **128/127 credits** |

* The Department recommends Comm. 100, Engl. 107, and, in fall semester of sophomore year, CMPS 134 for GE AREA III.
BIOPHYSICS

The biophysics major is designed to prepare a student to apply the physical and mathematical sciences to problems arising in the life sciences and medicine. By choosing proper electives, the student can prepare to enter graduate study of biophysics, biology, biochemistry, medicine or dentistry.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
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<th>Credits</th>
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<td>Math. 114-221</td>
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<td>MAJOR</td>
<td>Phys.,Bio.,&amp; Chem.**</td>
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<td>GE AREA II</td>
<td>Social/Behavior</td>
<td>3</td>
<td>3</td>
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<tr>
<td>GE AREA IV</td>
<td>Humanities</td>
<td>6</td>
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<td>GE AREA V</td>
<td>Phil.-T/RS</td>
<td>3</td>
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<td>Philosophy and/or T/RS</td>
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</tbody>
</table>

TOTAL: 144 credits

* Department recommends Engl. 107, Comm. 100, and CMPS 134, for GE AREA III electives.
** Electives must be chosen from major-level courses in Physics, Chemistry or Biology.

MINOR. The minor in Physics includes Phys 140, Phys 141, Phys 270 (all with labs), Phys 352, Engr 252, and at least one of Phys 473, Phys 372 and/or Phys 371. Minimum credits required for minor: 21.

PHYS 101 Dr. Varonides
The Solar System 3 credits
A course for non-science students that concentrates on the study of the Solar System. Its origin, its evolution, its fate. Study of the planets, asteroids, comets and meteors. Theories about the Cosmos from the Antiquity to the Modern Age.

PHYS 102 Dr. Connolly, Staff
Earth Science 3 credits
Introductory level course for non-science majors. Selected topics from geology and meteorology; weather forecasting, ground and surface water, mountain building, volcanoes, earthquakes, plate tectonics and oceanography. Three hours lecture. No prerequisite.

PHYS 103 Staff
Seeing the Light 3 credits
A one-semester course in the physics of light and vision. Includes topics such as — physics of the human eye, the physics of telescopes, microscopes and cameras.

PHYS 104 Dr. Zakzewski
Electronics in Everyday Life 3 credits
Every day we listen to the radio or compact disk recordings, watch TV, use photocopiers, and Fax machines without really knowing how they work. This course is designed for the non-science major to provide the scientific background to understand the operation of some of the common electronic equipment we encounter daily including television, VCR, and stereo. Students will use laboratory time.
to build basic electrical circuits including an audio amplifier. The course does not require previous training in electronics or college math. 2 hours lecture and 2 hours laboratory. (GE Area I).

**PHYS 105**  
Dr. Varonides  
Man and the Evolutionary Universe  
3 credits

A course for non-science students that concentrates on the study of the universe from the ancient times to the present. Three hours lecture and recitation and two hours laboratory.

**PHYS 106**  
Prof. Kalafut  
Energy and the Environment  
3 credits

A course for non-science majors that emphasizes the various aspects of man’s use of energy and changes in the environment that accompany that use. Sources of energy; the nature of the present energy and environmental crises and possible solutions; energy requirements of the future; conservation and alternate energy sources. (GE Area I).

**PHYS 107**  
Dr. Spalletta  
“Hands On” Physics  
3 credits

An introduction to the scientific method with an emphasis on the physical reality around us. Students will participate in a series of experiments and discussions illustrating various physical phenomena. The object of this course is to provide the student with the scientific background to participate in the assessment of important social, political and scientific issues such as the environment, energy policy, the application of medical technology and space exploration. (GE AREA I).

**PHYS 108**  
Dr. Spalletta  
New York Times Physics  
3 credits

Every day we are bombarded with information regarding the impact of technology on our lives. Using the backdrop of the headlines of the New York Times, students will explore the scientific and technological concepts that make up our modern world. Each week new topics will be introduced, first by reading the articles from the newspaper, and then by presentation and discussion. (GE AREA I).

**PHYS 109**  
Prof. Varonides  
The Conscious Universe  
3 credits

A course that discusses and concentrates on matters like Waves, Quanta and Quantum Theory. Science will be viewed as a rational enterprise committed to obtaining knowledge about the actual character of physical reality and the character of the physical law.

**PHYS 110**  
Dr. Connolly  
Meteorology  
3 credits

This course is an introductory level course for non-science majors. The purpose of the course is to familiarize the student with the basic physical and chemical phenomena involved in the determination of our climate and weather. Through an understanding of these phenomena, an individual will be in a position to comprehend daily weather events and patterns and weather forecasting. Topics include: atmosphere composition and structure, moisture and precipitation, cloud formation, pressure and wind, cyclones, circulation of atmosphere, air masses and fronts, and forecasting. (GE AREA I).

**PHYS 120-121**  
Staff  
General Physics  
8 credits

(Prerequisites: Mathematics 103-114) General college course for pre-medical, pre-dental and biology majors. Mechanics, heat, electricity and magnetism, sound and light. Three hours lecture and recitation and two hours laboratory.

**PHYS 140-141**  
Staff  
Elements of Physics  
8 credits


**PHYS 201**  
Prof. Varonides  
Stellar Evolution  
3 credits

An introduction to Astrophysics. A course for non-science students that concentrates on the study of the Sun, Stars and the Universe. The evolution of the Sun, their life-times, their deaths. The remnants of the stars, and exotic entities such as neutron stars, quasars, black holes. Galaxies and galaxy formations. The expanding universe. Red shifts and cosmological principles. Grand Unified Theories.

**PHYS 270**  
Prof. Kalafut  
Elements of Modern Physics  
4 credits

(Prerequisites: Physics 141 and Math 114) Introductory Modern Physics course for physics and engineering majors; also recommended for other science majors. Review of classical physics; Special Theory of Relativity; atomic theory of hydrogen from Bohr to Schroedinger; multielectron atoms and the periodic table; introduction to nuclear physics. Three hours lecture and two hours laboratory.

**PHYS 350**  
Dr. Varonides  
Applied and Engineering Mathematics  
3 credits

(Prerequisite: Math 222, Physics 141) First and second order differential equations with constant coefficients; Fourier series differential equations with constant coefficients; Fourier series and Fourier Transforms; partial differential equations and boundary value problems; special functions e.g. Bessel functions and Legendre polynomials; elementary probability theory. (Also listed as Engr. 350). 3 hours lecture.

**PHYS 351**  
Staff  
Mathematical Physics II  
3 credits


**PHYS 352**  
Dr. Varonides  
Statistical and Engineering Thermodynamics  
3 credits

(Prerequisite: Phys. 270) Derivation of Thermodynamics from probability theory and atomic physics; Laws of Thermodynamics; Maxwell relations; chemical potential and phase changes; refrigerators and heat pumps; theory of gasses and theory of solids. Special topics dependent upon interests of majors represented. (Also listed as Engr. 352). 3 hours lecture.
PHYS 371
Staff
Advanced Mechanics 3 credits
(Prerequisite: Math 341) Comprehensive course in Newtonian dynamics, Variational principles, Lagrange’s and Hamilton’s equations; theory of small oscillations and specialized non-linear differential equations in mechanical systems.

PHYS 372
Prof. Kalafut
Atomic and LASER Physics 3 credits
(Prerequisite: Physics 270 & Math 222) Intensive and quantitative treatment of modern atomic physics using the principles and techniques of quantum mechanics. The study of energy levels, pumping, feedback and transition rates in lasers. Required of physics majors and highly recommended elective for Electronics Engineers. Three hours lecture with optional laboratory.

PHYS 447
Dr. Varonides
Electromagnetics I 3 credits
(Prerequisites: Physics 270, Phys. 350) Analytic treatment of electrical and magnetic theory; vector calculus of electrostatic fields; dielectric materials; vector calculus of magnetic fields. (Also listed as EE 447). 3 hours lecture.

PHYS 448
Dr. Zakzewski
Electromagnetics II 3 credits
(Corequisite: Phys. 447) Magnetic materials, electromagnetic induction, displacement currents, Maxwell’s equations; radiation and waves; applications include Transmission lines, wave guides and antennas. (Also listed as EE 448). 3 hours lecture.

PHYS 448 L
Dr. Zakzewski
Electromagnetics Design Laboratory 1 credit
(Corequisite: Phys. 448) Laboratory designed to emphasize and reinforce the experimental basis of electromagnetism. Multi-week projects require the student to perform experiments that measure fundamental electrical constants, the electrical and magnetic properties of matter, and the properties of electromagnetic waves. (Also listed as EE 448 L). 2 hour laboratory.

PHYS 406
Dr. Fahey
Non-linear Systems and Chaos 3 credits
This course develops the equations that describe several important non-linear systems in mechanics and in electronics and then develops the solutions. Concepts such as limit cycles, chaotic attractors, hysteresis, stability and phase space will be defined and used to understand complex systems. Classically important oscillators such as the Duffing oscillator, the van der Pol oscillator and the Lorenz equations will be solved at several different levels of approximation with several ODE solvers. Chaos, bifurcations, the routes to chaos, chaotic maps and the correspondence between maps and Poincare sections of physical systems will be studied.

PHYS 473
D Connolly
Optics 3 credits
(Prerequisites: Physics 270, Math 341 or Physics 350) An introduction to the principles of geometrical, physical and quantum optics. Topics to be covered include ray and wave optics, superposition, diffraction, interference, polarization, Fourier methods, and coherence theory. Practical devices such as photodetectors and light sources will also be discussed. 3 hours lecture.

PHYS 474
D Fahey
Acoustics 3 credits
(Prerequisite: Phys. 350) This course covers the fundamentals of vibration as applied to one, two and three dimensional systems with varied boundary conditions. Transmission, absorption, attenuation, and radiation are covered. Resonators and waveguides and filters are studied along with the fundamentals of transducers. Acoustical issues in hearing are covered, time permitting.

PHYS 493
Dr. Spalletta an Staff
Undergraduate Physics Credit Research (prerequisite: Permission of the Instructor) Students choose a research project sponsored by a member of the department and approved by the instructor and Chairperson. Students gain experience with research life, techniques and equipment. Weekly seminars are given on Quantum Mechanics and topics related to ongoing research projects. A written report is required.
POLITICAL SCIENCE
DR. Demichele, Chairperson

The Bachelor of Science degree program in political science aims to accomplish the following objectives: 1. to give the student a thorough understanding of the nature and purposes of civil society; 2. to impart a sound knowledge of the philosophical basis of democracy; 3. to enable the student to appreciate the problems of his or her own government at work; and 4. to relate the American system to the governments of other states in the international community.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FALL</td>
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<tr>
<td>MAJOR</td>
<td>PS 130-131</td>
<td>American National Govt.</td>
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<tr>
<td>COGNATE</td>
<td>Hist 110-111</td>
<td>U.S. History</td>
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<td>COGNATE</td>
<td>Hist 120-121</td>
<td>European History</td>
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<tr>
<td>GE AREA III</td>
<td>Communications Electives*</td>
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<tr>
<td>GE AREA V</td>
<td>Phil. 120</td>
<td>Intro. to Philosophy</td>
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<td>GE AREA V</td>
<td>T/R/S 121</td>
<td>Theology I</td>
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<td>PHYS EDUC</td>
<td>Ph. Ed.</td>
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<td>MAJOR</td>
<td>PS</td>
<td>Comparative/Internat’l Politics*</td>
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<td>GE AREA I</td>
<td>Math</td>
<td>Math (at appropriate level)</td>
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<td>GE AREA III</td>
<td>Communication Elective*</td>
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<td>Humanities Electives</td>
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<td>GE AREA V</td>
<td>Phil. 210</td>
<td>Ethics</td>
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<td>GE AREA V</td>
<td>T/R/S 122</td>
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<td>Elective</td>
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<tr>
<td>MAJOR</td>
<td>PS 240-elective</td>
<td>Pol. Science Statistics ***</td>
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<td>MAJOR</td>
<td>PS 313-314-elect</td>
<td>Western Political Thought***</td>
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<td>Nat. Sci./Quant. Elective</td>
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<td>Elective</td>
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TOTAL: 127 credits

* Economics 210 and Geog. 134 are recommended as AREA II electives. As Communications electives in GE AREA III, the department recommends Comm. 100 and English 107. For GE AREA IV Humanities electives, the department recommends H/PS 317-318 and H/PS 331-332. In GE FREE AREA, the department recommends a modern foreign language in junior year with subsequent language courses to follow in senior year as part of GE AREA IV (Humanities). The department advisor should be consulted.

** In addition to the American National Govt. sequence and the courses in statistics and political philosophy, the department requires that majors elect a minimum of one course in Comparative Politics (from among PS 217, 218, 221, 222, H/PS 213, 238, 326, 327, 338) and a minimum of one course in International Relations (from among PS 212, 213, 215, 318; H/PS 214, 215, 227).

*** Political Science majors are required to take PS 240 (Statistics I) and one semester of political philosophy (either 313 or 314); since two semesters of each are particularly useful for students planning graduate or law school, PS 241 and the alternative semester of the 313-314 sequence are strongly recommended as electives.

** DOUBLE MAJORS ** between any two of the majors in the History/Political Science department require that none of the 36 credits in the first major be applied toward the major requirements of the second major.
PUBLIC ADMINISTRATION-PUBLIC AFFAIRS

Intended to improve society by providing professional training for men and women who seek careers as agency administrators, program directors, staff analysts in local, state or federal government or other public service organization, the public affairs/public administration major is also specially suited for those who wish to pursue graduate studies in law, political science, business, planning or development.

Analytical and quantitative skills are developed in combination with a firm background in the social and behavioral sciences in order to provide: 1. substantive knowledge of a range of societal problems, the unique political environment in which the problems exist, and management systems for achieving implementation of policy decisions; 2. management skills in the areas of motivation of leadership, organizational management, personnel management and program evaluation; 3. sensitivity to values of public interests, equal rights, economic, social, cultural and religious institutions.

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<th>Credits</th>
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<td>GE AREA I Math</td>
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<tr>
<td>GE AREA IV Humanities</td>
<td>Electives * * *</td>
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<td>GE AREA V Phl. 120</td>
<td>Introduction to Philosophy</td>
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<td>Physical Education</td>
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**FRESHMAN**

**SOPHOMORE**

**JUNIOR**

**SENIOR**

TOTAL: 127 credits

* Department recommends Comm. 100 & English 107 for AREA III Electives

** Major electives to be selected in consultation with advisor

** * * Department recommends History 110-111 & History 120-121 for AREA IV Electives
INTERNATIONAL STUDIES

A major in International Studies seeks to provide the student with a full recognition and understanding of the multitudinous forces which shape the contemporary world—nationalism, wars, political and economic ideologies, cultural differentials, and modern technology. Such a broad knowledge and understanding of world affairs can be utilized in careers in teaching, international business, the legal profession, journalism, the Foreign Service of the United States, and other government agencies.

Dept. and No. Descriptive Title of Course Credits

FRESHMAN FALL SPRING

MAJOR History 110-111 United States History 3 3
COGNATE Pol. Sci. 130-131 American National Government 3 3
COGNATE Language 101-102 Elementary or Intermediate 3 3
or 211-212
GE AREA III Communications Electives ** 3 3
GE AREA V Phl. 120 Introduction to Philosophy 3 3
GE AREA V T/R/S 121 Theology I 3

PHYS EDUC Ph. Ed. Physical Education 1 1

16 16

SOPHOMORE

MAJOR History 120-121 Europe: 1500 to Present 3 3
MAJOR Pol. Sci. 212-213 Internatl. Rel.-Geopolitics 3 3
MAJOR Geog. 134 World Regional Geography 3
GE AREA II Economics 153-154 Prin. of Micro-Macro. Eco. 3 3
GE AREA III Language Intermediate or Advanced 3 3
GE AREA V Phl. 210 Ethics 3

PHYS EDUC Ph. Ed. Physical Education 1 1

16 16

JUNIOR

MAJOR Hist. or Pol. Sci Electives * 6 6
COGNATE Electives Electives 3 3
GE AREA I Nat. Sci./Quant. Electives 6 6
GE AREA V T/R/S 122, Phil.-Tr/S Theol. II, Electives** 3 3
GE FREE Elective Elective 3 3

15 18

SENIOR

MAJOR H/PS 390 Seminar 3
COGNATE Electives Electives 6 6
GE AREA I Nat. Sci./Quant. Elective 3 3
GE AREA II Social/Behavior Electives 3 3
GE AREA IV Humanities Electives 3 3
GE AREA V T/R/S T/R/S Elective * * 3
GE FREE Elective Elective 3

15 15

TOTAL: 127 credits


** Department recommends Engl. 107 and Comm. 100 as Area III electives and Tr/S 234 and 235 as Area V electives. Department recommends cognate electives be used if needed to complete a language sequence up to the advanced level, otherwise, it is recommended that they be used for appropriate course sequences in the School of Management such as Mgt. 351-Mgt. 471, Mkt. 351, or additional course work in economics/finance, for which Area II electives can also be applied.

<table>
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<th>Course Code</th>
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<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>POL SCI 110</td>
<td>Dr. Harris</td>
<td>Introduction to Public Administration</td>
<td>3</td>
<td>Introduction to the study of public bureaucracy. The growth of the administrative state, the role of bureaucracy in our democratic government, and the day-to-day operation of government bureaucracy are considered.</td>
</tr>
<tr>
<td>POL SCI 111</td>
<td>Dr. Champney</td>
<td>Introduction to Public Policy</td>
<td>3</td>
<td>An analysis of public policy in the U.S., with an emphasis on the technical and political problems of policy formulation and implementation. Discussion of the impact of legislative, executive and judicial institutions and processes on the content of public policy.</td>
</tr>
<tr>
<td>POL SCI 210</td>
<td>Staff</td>
<td>State and Local Government</td>
<td>3</td>
<td>The national constitutional position of the states and the changing federal - state relationships. The types and evolution of local government; constitutional and statutory limitations, functions of divisions; structure and operation. Emphasis on Pennsylvania and actual problems of procedure and policy.</td>
</tr>
<tr>
<td>POL SCI 212</td>
<td>Dr. VanDyke</td>
<td>International Relations</td>
<td>3</td>
<td>(Prerequisites: P.S. 130-131) It examines the prominent tenants of IR as an academic discipline. Secondly, students are provided with basic knowledge and tools for analyzing the international system as it unfolds today. A constant theme is bridging the gap between theory and practice of international relations.</td>
</tr>
<tr>
<td>POL SCI 213</td>
<td>Prof. Williams</td>
<td>Geopolitics</td>
<td>3</td>
<td>(Recommended for background: GEOG. 134) A study of geographic factors in World History. Geographic factors in national power and international relations: an analysis of the role of &quot;Geopolitics&quot; with reference to the current world scene.</td>
</tr>
<tr>
<td>POL SCI 215</td>
<td>Staff</td>
<td>Global Peace and War</td>
<td>3</td>
<td>A search for the causes of war focusing on the scientific approach to building a theory of war. An examination of possible paths to peace including traditional recommendations for peace, recent contributions of the field of peace studies, and conflict resolution.</td>
</tr>
<tr>
<td>POL SCI 217</td>
<td>Dr. Parente</td>
<td>Comparative Government</td>
<td>3</td>
<td>(The political and government institutions of Britain, France, Germany, Italy and other West European countries; elections, parties, interest groups, bureaucracies contrasted with the American model.</td>
</tr>
<tr>
<td>POL SCI 218</td>
<td>Dr. Parente</td>
<td>East European Politics</td>
<td>3</td>
<td>The history and politics of East Europe from Poland to the Balkans and from Germany to the Ukraine during the 20th century; ethnic politics before and after the communist period. The economics of the new privatization and its problems.</td>
</tr>
<tr>
<td>POL SCI 221</td>
<td>Dr. Parente</td>
<td>Politics of South East Asia</td>
<td>3</td>
<td>Domestic ethnic and religious politics of Southeast Asia and international politics affecting the region. The six ASEAN nations (Thailand, Indonesia, Malaysia, Philippines, Singapore, and Brunei) and Burma, the region's only socialist country; the three communist states of Indochina: Vietnam, Laos, and Cambodia. The American, Soviet, and Chinese spheres of influence. Capitalism versus state socialism as a lever of economic development.</td>
</tr>
<tr>
<td>POL SCI 222</td>
<td>Dr. Parente</td>
<td>Politics in Russia</td>
<td>3</td>
<td>Russian politics and colonialism from the Revolution to contemporary economic efforts to move toward capitalism. The politics of the remnants of the Soviet empire are examined also. Stalin and the Bolshevik experiment.</td>
</tr>
<tr>
<td>POL SCI 227</td>
<td>Dr. Harris</td>
<td>Women, Politics and Policy</td>
<td>3</td>
<td>A study of the role of women in politics and policy debates. Focuses on analyzing the increasing integration of women into politics and policy debates since their marginal participation in the 1960's.</td>
</tr>
<tr>
<td>POL SCI 230</td>
<td>Dr. Champney</td>
<td>Environmental Policy</td>
<td>3</td>
<td>Introduction to the study of environmental policy, including air pollution, water pollution, solid waste management, and the regulation of nuclear power. Emphasis on the role of legislative, executive, and judicial institutions in shaping the context of policy.</td>
</tr>
<tr>
<td>POL SCI 240</td>
<td>Dr. Champney</td>
<td>Political Science Statistics I</td>
<td>3</td>
<td>Introduction to the study of environmental policy, including air pollution, water pollution, solid waste management, and the regulation of nuclear power. Emphasis on the role of legislative, executive, and judicial institutions in shaping the context of policy.</td>
</tr>
<tr>
<td>POL SCI 241</td>
<td>Dr. Champney</td>
<td>Political Science Statistics II</td>
<td>3</td>
<td>(Prerequisite: P.S. 240) A detailed analysis of the quantitative and statistical research strategies which this approach has generated, including simple contingency table analysis, the chi squared statistic and the gamma statistic.</td>
</tr>
<tr>
<td>POL SCI 250</td>
<td>Staff</td>
<td>Pre-Law Internship</td>
<td>3</td>
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<tr>
<td>POL SCI 311</td>
<td>Staff</td>
<td>Introduction to American Law</td>
<td>3</td>
<td>(An inquiry into the major theories of jurisprudence; development of American legal theory and practice; structure, functioning, and contemporary problems of the federal and state court systems.</td>
</tr>
</tbody>
</table>

129
POL SCI 313-314
Westera Political Thought
Dr. Kocis
The roles of the state and society, the auxiliary agencies and functions of government as viewed by political philosophers from Plato to Marx.

POL SCI 315
Modern Political Thought
Dr. Kocis
A study of theoretical foundations of the three major political idea-systems identified with the twentieth century: communism, fascism and democracy.

POL SCI 316
Jurisprudence
Dr. Kocis
An examination of the differences between “the law” and “the laws”; the nature of legal systems; the nature and grounds of political, moral and legal obligations, and the controversy between the traditions of Natural Law and Positive Law.

POL SCI 318
U.S. Foreign Policy: Cold War and Aftermath
Dr. VanDyke
3 credits
(Prerequisite: History 111) Examines and analyzes critically the content of American Foreign Policy in the Cold War and post-Cold War eras. Special emphasis on themes, goals and means of American foreign policy, particularly national security vis-a-vis the U.S.S.R.

POL SCI 319
U.S. Foreign Policy Process
Dr. VanDyke
3 credits
(Prerequisites: P.S. 131 and Hist. 111) Examines the actual formulation and implementation of American foreign policy within the decision-making process. Analyzes what the process is, who the decision makers are, and internal and external variables of policy making in the U.S. Involves at least two indepth American foreign policy case studies.

POL SCI 322
Public Personnel
Dr. Harris
3 credits
(Prerequisites: P.S. 110, 130, 131, or permission of instructor) An examination of public personnel administration. Theories of organization, personnel policies, civil service history, and current issues in personnel administration are considered.

POL SCI 324
Public Policy Analysis
Dr. Champney
3 credits
Analysis of the functions and methods of the public sector and a discussion of the effect of public sector activities on society and the economy of the United States. Particular emphasis is placed on “public problems vs. private problems” and on the desirable scope of governmental activities in a free society.

POL SCI 325
Politics of the Budgetary Process
Dr. Harris
3 credits
(Prerequisites: P.S. 110, 130, 131, or permission of instructor) Public budgeting in theory and in practice is discussed. Historical reforms and the inevitable politics of the process are considered. Use of budget simulations allow for practical experience.

POL SCI 327
The U.S. Congress
Dr. Champney
3 credits
Historical development of the legislative branch of government; its prominence over the executive branch in the 19th century and decline in the 20th century. Emphasis on themes of representation and on the policy formulation process.

POL SCI 329
The American Presidency
Prof. J. Benestad
3 credits
(Prerequisite: Pol. Sci. 131) This course will focus on the American Presidency — historical development, powers of the office, elections, models of the presidency and, to a lesser extent, the relations between the President and congress, and the President and the judiciary.

POL SCI 380-381
Staff
Political Science Internship
3-6 credits
Designed to broaden the educational experience of students by providing practical experience for them with various law firms, public agencies and institutions. Supervision by faculty member and agency supervisor.

POL SCI 384
Staff
Special Topics in Political Science
3 credits
Study and analysis of selected topics in the field of Political Science. The particular topic or topics will vary from year to year depending on the instructor and changing student needs.

POL SCI 480
Dr. Champney
Public Administration Internship I
3 credits
Permission of faculty advisor and Dr. Champney required for internship registration.

POL SCI 481
Dr. Champney
Public Administration Internship II
3 credits
Permission of faculty advisor and Dr. Champney required for internship registration.

H/PS 213
Dr. Parente
Modern Africa
3 credits
An introduction to the vast and diverse continent of Africa. Attention to the history, geography, ecology and culture of the various African states with a focus on understanding the political systems of Africa in comparative perspective.

H/PS 214
Dr. DeMichele
World Politics
3 credits
Deals directly with the political, economic, and social issues that are current in international affairs including the future possibilities of world order and the crises of foreign policy-making.

H/PS 215
Dr. Homer
War and Modern Society
3 credits
Role of military force in international relations; historical background focusing on wars, American and European, of 19th and 20th century; theories of function of war; arms control and deterrence of war.

H/PS 216
Dr. Harris
Gender and the Workforce
3 credits
Historical, legal, and political perspectives of the movement of women into the workforce. The difficulties confronted by men and women on the job and in the family as women become a vital part of the workforce are discussed.

H/PS 225
Drs. Earl, DeMichele
Ethnic & Racial Minorities in Northeastern Pennsylvania
3 credits
(See description under History.)

H/PS 227
Dr. Earl
Soviet Foreign Policy
3 credits
Examination of the course of Soviet Foreign Policy from 1917 to present. Analysis of forces, factors and motives that have molded Soviet history and its relations with other nations.
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<td>H/PS 295</td>
<td>Britain: Past and Present</td>
<td>3</td>
<td>Dr. DeMichele</td>
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<tr>
<td>H/PS 317-318</td>
<td>American Constitutional and Legal History (Recommended for Background: History 110-111; H/PS 317 is prerequisite for H/PS 318)</td>
<td>6</td>
<td>Dr. Kocis</td>
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<tr>
<td>H/PS 319-320</td>
<td>American Diplomatic History</td>
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<td>H/PS 326</td>
<td>Modern China</td>
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<td>Modern Japan</td>
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<td>H/PS 331</td>
<td>English Constitutional and Legal History to 1485 to present</td>
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<td>H/PS 332</td>
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<td>H/PS 338</td>
<td>Politics of Islam</td>
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<td>H/PS 390</td>
<td>Seminar in International Studies</td>
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<td>Prof. Williams</td>
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<td>GEOG. 134</td>
<td>World Regional Geography</td>
<td>3</td>
<td>Dr. Conover</td>
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</table>

Dr. DeMichele: 3 credits
Dr. Kocis: 6 credits
Dr. Parente: 3 credits
Dr. Hueston: 6 credits

H/PS 295: (See description under History.)
H/PS 317-318: The judicial concepts of the colonial and revolutionary periods; backgrounds of the Federal Convention; the nature of the constitution, its interpretation by Marshall and Taney. The constitutional problems occasioned by the Civil War, the new amendments; the role of the States in a Federalist system. Key cases will be analyzed in detail and set in their proper historical perspective.

H/PS 319-320: (See description under History.)

H/PS 326: (See description under History.)

H/PS 327: The history and politics of Japan. The period of the shoguns, the reforms of the modernizing Meiji era at the end of the 19th century. The Japanese effort to conquer Asia. The postwar political structure. Is Japan a democracy? The economic miracle of the present.

H/PS 331: Anglo-Saxon basis, fusion of Anglo-Saxon and Norman political institutions; Angevin innovations; Magna Carta; concept of representation; beginnings of the Common Law; jury system; content for government; emergence of Parliament; the refinement of government.

H/PS 332: Tudor absolutism; struggle between royal prerogative and Parliament; rise of the House of Commons; Parliamentary supremacy after 1688; development of Cabinet government; democratic reforms; Parliamentary Bill of 1911; extension of administrative law.

H/PS 338: The political ideology of Islam; the political content of the Koran; the effort to establish theocracies in a number of states from Iran to Egypt to Malaysia and Indonesia; Islam as a political opposition in such countries as the Philippines, Russia, and China; Shiite versus Sunni sects; the politics of Israel and the Islamic states of the Middle East; OPEC; the Palestinian question; political terrorism; Islam as an expansionist ideology.

H/PS 390: Required for International Studies majors. Other advanced undergraduates may take course with permission of the professor.

GEOG. 134: Introduces the major concepts and skills of geography. A regional approach stressed the five themes of geography including location, place, human environment interaction, movement, and region.
PSYCHOLOGY

DR. JAMES BUCHANAN, Chairperson

Psychology provides a unique educational experience of quality, breadth, and flexibility. Our curricula have been carefully designed to give students a balanced education in the discipline and the widest range of options, from baccalaureate entry-level positions to graduate training in prestigious universities. According to a recent independent study, the number of the University’s graduates who have gone on to receive doctorates in psychology has placed us in the top 5% of over 900 comparable institutions nationally.

Psychology majors are required to take Psych. 110, Psych. 210, and Psych. 330 with lab. Students also take a minimum of 5 courses from the following list with at least one course in each group: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). Students are free to choose from any of these or the remaining psychology courses to fulfill the 4 additional course requirements in the major. Completion of two optional psychology laboratory courses constitutes an elective course. Students are encouraged to take Psych. 493-494, Undergraduate Research, in their junior or senior year.

The Psychology Department encourages students to tailor their programs to their own needs and interests. For example, students interested in marketing, personnel, or industrial-organizational psychology may elect a special Business Minor and recommended courses in psychology. Interdisciplinary programs, such as the Human Development Concentration, and dual majors are also available with a number of other departments.

The Clinical Track in psychology is a structured sequence of courses providing a synthesis of scientific knowledge, interpersonal development, and clinical experience. The track is designed for psychology majors seeking entry-level employment or graduate training in clinical, counseling, community, or school psychology. The required courses are: Psych. 225; HS 241; Psych. 360; Psych. 335; Psych. 480; and one from Psych. 284, Psych. 384, HS 421, HD 335, and HD 234.

The Biopsychology Track provides curricular direction and awards transcriptable recognition to psychology majors interested in the biological bases of behavior. The track requires: Psych. 221; Psych. 225; Psych. 231 with lab; two Psychology courses with labs; Biol. 140-141; and Chem. 112-113. Students are strongly encouraged to take Math 114 to meet the department’s math requirement.

The Cognitive Track in psychology is designed for students interested in human cognition and cognitive science. The track encompasses the five traditional areas of Cognitive Science—Cognitive Psychology, Neuroscience, Computer Science, Philosophy, and Linguistics—and is designed for students seeking both entry-level employment and graduate training in cognitive psychology, human factors, or cognitive science. The required courses are: Psych. 234 and Psych. 234 lab; Psych. 230 and Psych. 230 lab; Psych. 231; CMPS 134; and Phil. 215. Additional recommended courses are Lang. 217, Psych. 221, and Psych. 284.

Consult your advisor and the Psychology Handbook for details on these programs. Because of duplicate material covered in psychology courses, psychology majors should not take the following courses: HS 111, HS 242, HS 293, and HS 323.

MINOR. A minor in psychology consists of Psych. 110, Psych. 210 (or an equivalent statistics course), Psych. 330 lecture, and one course from 3 of the following 4 groups: Physiological Processes (230, 231), Learning Processes (234, 235), Social-Developmental Processes (220, 221), and Individual Processes (224, 225). Total: 18 credits.

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**PSYCH. 105 (Area I)**

Dr. Cannon

**Brain and Human Nature**

3 credits

An examination of the human mind, brain, and why we are the way we are. Topics include: the mind-body problem, the nature of consciousness, the evolution of behavior, addictions (e.g., love), eating disorders, depression, and aggression. (Credit cannot be earned for this course and Psych 231; Not open to Psychology majors or minors.)

**PSYCH. 106 (Area I)**

Dr. Cannon

**Drugs and Behavior**

3 credits

This course will examine interactions between drugs and behavior. Behavioral topics will include: tolerance, addiction, learning, aggression, sexual behavior, eating, anxiety, depression, and schizophrenia. Drug/drug categories will include: alcohol, cannabis, opiates, antidepressants, and antianxiety. (Credit cannot be received for this course and Psych 384, Psychopharmacology; Not open to Psychology majors or minors.)

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**PSYCH. 110 (Area I)**

Staff

**Fundamentals of Psychology**

3 credits

An introduction to the psychological study of behavior through a survey of psychology’s principal methods, content areas, and applications. Course requirements include participation in psychological research or preparation of a short article review.

**PSYCH. 210 (Area I)**

Drs. Baril, Dunstone, Hogan

**Statistics for the Behavioral Sciences**

3 credits

An introduction to the basic statistics used in the behavioral sciences, including descriptive statistics, correlation, sampling, hypothesis testing, and inferential statistics.

**PSYCH. 220**

Dr. Baril

**Social Psychology**

3 credits

(Prerequisite: Psych. 110) Social determinants of behavior from a psychological perspective. Topics include liking, love, conformity, persuasion, attitude change, and person perception.
### PSYCHOLOGY

<table>
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<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>Math 109</td>
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<td>Soc. 110 *</td>
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<td>GE AREA V</td>
<td>Philosophy of Science</td>
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* The Department recommends that students acquire a broad background in Area II by selecting courses from at least two departments in the social/behavioral sciences and that students strengthen their writing skills by completing a second writing course. The Psychology faculty strongly recommends Sociology 110, Wrtg. 211, and Phil. 430 or Phil. 431 in particular. Unless exempt from the University requirement, students must take Comm. 100 and Engl. 107.

** Combinations of Biol. 101 & 102, or Biol. 201 and another science elective from the Biology, Chemistry, and Physics departments are required.

### PSYCH. 221
**Childhood and Adolescence**

- **Dr. Buchanan**
- **3 credits**
- (Prerequisite: Psych. 110) Survey of psychological research dealing with the development and behavior of children from infancy to adolescence. The physical, cognitive, and social aspects of development, from infancy to adolescence, are considered.

### PSYCH. 222
**Adulthood and Aging**

- **Dr. Slotterback**
- **3 credits**
- (Prerequisite: Psych. 110) Survey of psychological research dealing with the age-graded aspects of behavior in adulthood. Course will consider the physical, cognitive, and social aspects of the aging process from late adolescence to death. Topics include occupation selection, marriage, parenthood, middle age, retirement, and dying.

### PSYCH. 224
**Personality**

- **Staff**
- **3 credits**
- (Prerequisite: Psych. 110) A survey and critical evaluation of personality and its implications for assessment, psychotherapy, and research.
PSYCH. 231 (Area I) Dr. Cannon
Behavioral Neuroscience 3-4.5 credits
(Prerequisite: Psych. 110 or Biol. 141-142)
Introduction to the field of neuroscience examining the cellular bases of behavior, effects of drugs and behavior. brain/body correlates of motivation and emotion, and neural changes accompanying pathology. Three hours lecture and optional 1.5 credit laboratory. Lab fee. Fall only.

PSYCH. 234 Dr. Buchanan
Cognitive Psychology 3-4 credits
(Prerequisite: Psych. 110) Considers a number of approaches to the study of human cognitive processes with an emphasis on the information processing model. Topics include pattern recognition, attention, memory, imagery, concepts and categories, and problem solving. Three credits lecture and optional one credit laboratory. Lab fee. Fall only.

PSYCH. 235 (Area I) Dr. Dunstone
Conditioning and Learning 3-4.5 credits
(Prerequisite: Psych. 110) Concerns the experimental study of both classical and instrumental conditioning. Optional lab involves supervised animal and human experimentation. Three credits lecture and optional 1.5 credit laboratory. Lab fee. Spring only.

PSYCH. 236 Dr. Baril
Industrial/Organizational Psychology 3 credits
(Prerequisite: Psych. 110) The psychological study of people at work. Topics include personnel selection and training, motivation, leadership, the physical work environment, and computer applications. Fall only.

PSYCH. 237 Dr. Williams-Quinlan
Psychology of Women 3 credits
(Prerequisite: Psych. 110) Examines the biological, sociological, and cultural influences on the psychology of women. Topics include gender socialization, sex roles, and the impact of gender on personality, communication, achievement, and mental health. Fall only.

Special Topics in Psychology courses are developed by individual psychology faculty to provide in-depth coverage of a specific area. Prerequisites: include Psych. 110, at least sophomore status. Fall only. Special Topics courses are developed by individual psychology faculty to provide in-depth coverage of a specific area. Prerequisites: include Psych. 110, at least sophomore status. This course and Psych. 284 may only be used once to satisfy major elective requirements.

PSYCH. 238 Dr. Slatterback
Behavior Modification 3 credits
(Prerequisite: Psych. 231)
Introduction to the field of behavioral psychology focusing on its practices, contributions, and directions. Topics include clinical research, psychological assessment, psychotherapy systems, community applications, and emerging specialties, such as health and forensic psychology. Fall only.

PSYCH. 238 Dr. Norcross
Psychological Testing 3 credits
(Prerequisites: Psych. 110 & 225) An overview of contemporary clinical psychology focusing on its practices, contributions, and directions. Topics include clinical research, psychological assessment, psychotherapy systems, community applications, and emerging specialties, such as health and forensic psychology. Fall only.

Special Topics courses are developed by individual psychology faculty to provide in-depth coverage of a specific area. Prerequisites include Psych. 110, at least sophomore status, and other psychology courses determined by the instructor. This course and Psych. 284 may only be used once to satisfy major elective requirements.

PSYCH. 284 (Area I) Dr. Cannon
Psychopharmacology 3 credits
(Prerequisite: Psych. 231)
Introduction to the field of psychopharmacology focusing on its practices, contributions, and directions. Fall only.

PSYCH. 284 Dr. Alford
Cognitive Psychotherapies 3 credits
(Prerequisite: Psych. 225)
Introduction to the field of cognitive psychotherapies focusing on its practices, contributions, and directions. Fall only.

PSYCH. 284 (Area I) Dr. Hogan
Multivariate Statistics 3 credits
(Prerequisite: Psych. 210)
PSYCH. 480  
Field Experience in Clinical Settings  
(Prerequisites: a “C” or better in Psych 225, Psych 360, and HS 241, and permission of instructor)  
This course entails supervised field experience in a mental health or social service facility in the community. Students are required to spend 8 hours a week at their placement and 1.5 hours a week in a seminar throughout the semester. Limited to juniors and seniors; graded S/U.

PSYCH. 481  
Field Experience in Personnel Psychology  
(Prerequisites: Psych. 236 & 335, Mgt. 361, and permission of the instructor)  
This course entails supervised field experience in a personnel office. Students are required to spend 10 hours a week at their placement and one hour periodically throughout the semester in a seminar. Limited to juniors and seniors; graded S/U.

SSCI 490  
History and Literature of Psychology I  
(Prerequisites: Senior status; psychology major or minor)  
This lecture and discussion course will examine the history of modern psychology from pre-Socratic philosophers to contemporary perspectives. Emphasis will be placed on the influential works of various schools of thought that have shaped the emergence of psychology. Fall only.

PSYCH. 493-494  
Undergraduate Research  
(Prerequisites: Psych. 330; average grade of B or better in Psych. 210, Psych. 330 lecture, and the Psychology course most relevant to research topic; and permission of professor)  
Individual study and research on a specific topic under the supervision of a faculty member. Students are expected to spend a minimum of 10 hours a week on research activities throughout the semester. Limited to juniors and seniors.
SOCIOMETRY

PROF. PRYLE, Chairperson

Courses in Sociology are designed to meet the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction with other people. In addition, the courses are designed to help the student interested in the field of Social Work, Human Services, Industrial Organization, Urban Planning, etc., to attain a pre-professional orientation to these fields.

Students interested in Urban Planning are advised to include Soc. 116, 224, and 231 in their planning; for Social Work, Soc. 234, 115, 116, 118, and 224; for Medical Services/Administration, Soc. 216, Gero. 212, 216, 218, and 230; for Personnel Relations/Administration, Soc. 226, 227, and 228.

The Department of Sociology/Criminal Justice also administers the Criminal Justice major described earlier and the Gerontology major described on the next page.

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<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<td>Soc. 110-112 Introduction to Soc.-Social Problems</td>
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<td>MAJOR</td>
<td>Soc. 110 Fundamentals of Psychology</td>
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<td>Soc. 318-Soc. Elective Sociological Theory-Elective</td>
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<td>MAJOR</td>
<td>HS 241-Soc.Sci. Case Mgmt. &amp; Interviewing</td>
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<tr>
<td>MAJOR</td>
<td>Pol. Sci. Elective Political Science Elective</td>
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<td>Ph. 210 Electives</td>
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* Department Recommendation

In GE AREA I, the department recommends Biology 101 and 102, 103, 195 and 196, and Nursing 100. In GE AREA III, the department recommends Comm. 100, Engl. 107, and CMPS 104. In the COGNATE Social Science Electives, the department recommends a mix of Human Services, Criminal Justice, Gerontology, and Psychology electives, especially Psych. 224 (Personality), Pol. Sci. 240 (Statistics I).
GERONTOLOGY

The degree program in Gerontology has the following objectives:
1. to understand the processes of aging;
2. to prepare for careers in agencies and institutions serving the older adult, such as Area Agencies on Aging, Family Services, Long Term Care facilities, Telesond Senior Services, etc;
3. to provide a liberal gerontology education with special emphasis on the development of the whole person;
4. to provide students with academic preparation for advanced study in gerontology, social work, public administration, social welfare, and related fields.

The Scranton area is especially suited to serve as a laboratory setting for gerontology education with its high proportion of older adults and its many agencies and facilities for the same. The department has established an Advisory Board in Gerontology composed of practitioners in the field: health specialists, community leaders, and senior citizens. The Advisory Board will help to ensure that the program curriculum is current.

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<td>MAJOR</td>
<td>Soc. 110-Gero. 110</td>
<td>Intro. to Sociology</td>
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<td>Psych. 110-HADM 112</td>
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<td>Gero. 232</td>
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<td>Case Management and Interviewing</td>
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<td>Soc. 228</td>
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<td>Phil. 210</td>
<td>Ethics</td>
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<td>Gero. 483</td>
<td>Electives</td>
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* Department Recommendation—The Gerontology Internship may be taken in either the junior or senior years, or both (not to exceed a maximum of six credits of internship).

In GE AREA I, the department recommends Biol. 101, 102, 103, 195, 196, 201, 202 and NURS. 100: Family Health. In GE AREA III, the department recommends Comm. 100, Engl. 107, and CMPS 104. In the COGNATE as Social Science Electives, the department recommends HS 321, HADM 311, Sociology 112, 115, 116, 216.
MINORS


GERONTOLOGY: A minor in Gerontology will require eighteen credits. There are three required courses: Soc. 110: Introduction to Sociology; Gero. 110: Introduction to Gerontology; and Gero. 230: Social Policy and Aging. The following elective courses are strongly recommended by the department in the gerontology sequence: Gero. 218: Health and Aging; Gero. 216: Aging and the Community; Gero. 212: Aging & the Life Cycle; Gero. 232: Aging and Death.

SOC. 110  Staff  Introduction to Sociology  3 credits
Fundamental principles in the field of sociology. Stratification, ethnicity, deviance; basic institutions of society; social change and demographic trends.

SOC. 112  Staff  Social Problems  3 credits
Application of sociological principles to major issues in contemporary society.

SOC. 115  Prof. Pryle  Introduction to Social Work  3 credits
Growth of social work as a professional endeavor. The scope of social work; casework in the medical, psychiatric, family and child welfare, and guidance fields, community organization, social research, social planning, social group work. Current trends in social work.

SOC. 116  Prof. Pryle  Community Organization  3 credits
A general introduction to the field and process of community organization, both as a field of social work and as a field of human endeavor. The coordination and financing of welfare activities, methods of appraising community needs and resources, planning and the initiation of welfare services. Services of a voluntary and governmental nature, strategies of power.

SOC. 118  Ms. Phillips, Prof. Pryle  Child Welfare  3 credits
Development of child welfare in the United States. Educational, health, recreational and child labor regulations. Study and treatment of children in their own homes, foster homes and institutions. Child care and protective programs on federal, state and local levels.

SOC. 132  Dr. Rynn  Introduction to Archaeology  3 credits
An introduction to the study of archaeology from anthropological and historical perspectives. Areas to be explored include survey and site recognition, excavation planning, record keeping, treatment of artifacts and above-ground archaeology.

SOC. 210  Drs. Rielly, Rynn  Marriage and the Family  3 credits
An historical, comparative, and analytical study of marriage and family institutions. Problems of courtship, mate selection, and marriage adjustment in modern society.

SOC. 211  Drs. Rielly, Wright  Methods of Social Research  3 credits
This course is designed to help the student understand the range of research methods used in sociological and gerontological research/investigations and evaluate their strengths and weaknesses. It will also help students to appreciate some basic problems involved in the collection and analysis of data.

SOC. 212  Prof. Pryle  Religion and Society  3 credits
A survey of religious systems and their interrelations with society and social institutions, with emphasis on the social consequences and determinants of religious behavior. The theories of Durkheim, Weber, Parsons, Bellah, Berger and Luckman will be examined.

SOC. 214  Dr. Talamini  Sociology of Sport  3 credits
The role of sport in civilized societies; sport as work and recreation; women and minorities in sport; sport in education; sport and the mass media.

SOC. 216  Prof. Pryle  Medical Sociology  3 credits
The social dimensions of health and illness; role of physician, nurse and patient; social organization of health services; the content of medical practice; culture and health disorders; mental health and mental illness.

SOC. 224  Drs. Rynn, Rielly  American Minority Groups  3 credits
Patterns of adjustment between ethnic and racial groups, with special attention given to the American scene. Prejudice and discrimination as opposed to the democratic ideology.

SOC. 226  Dr. Talamini  Sociology of Work and Professions  3 credits
The nature and role of contemporary occupations and professions in the life cycle are discussed; occupational choice, career patterns and occupational mobility are noted. The student is made aware of the relationship among education, work and aspirations. The career path from entry level job to retirement is examined.

SOC. 227  Dr. Rynn  Business and Society  3 credits
Modern industrialism as social behavior. Social conditions in the rise of industrialism and their effect on the worker; collective bargaining and industrial conflict, the industrial community; social classes and the industrial order. This course will also show how the business sector impacts on society and on the globalization of the economy.

SOC 228  Dr. Rynn
Social Psychology  3 credits
Study of individual behavior as affected by cultural and social stimuli. Emphasis on the analysis of human conduct in social settings.

SOC 229  Dr. Reilly
Crisis in Population  3 credits
A study of the basic variables of population, birth, death and migration, socioeconomic and cultural variables affecting population, growth, projections and forecasts. The chief natural and social demographic theories. Population policies and practices in selected world areas.

SOC 231  Dr. Reilly, Prof. Pryle
Urban Sociology  3 credits
Urban ecology and culture as the dominant form of community life in contemporary society; their characteristics, peculiarities, and problems.

SOC 234  Drs. Reilly, Rynn
Cultural Anthropology  3 credits
Cultural and social organization among primitive or preliterate societies; marriage, property, religion, magic and tribal control. Significance of the study of primitive cultures for understanding of urban industrial civilizations.

SOC 235  Dr. Rynn
Peoples of East Asia  3 credits
The anthropology of the East Asian culture area, focusing particularly on China and Japan. Topics include basic social institutions, world views, culture and personality, and the problem of modernization.

SOC 284  Staff
Special Topics in Sociology  3 credits
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the Chairperson and the Instructor.

SOC 318  Dr. Reilly
Sociological Theory  3 credits
An examination of the major theoretical developments in sociological theory from the classical period of Marx, Weber, and Durkheim to contemporary schools such as structural-functionalism, conflict theory, exchange theory and symbolic interaction.

SOC 382-383  Staff
Independent Study in Sociology  3 credits
Designed for advanced students who are capable of independent study. A program of planned research under the guidance of a faculty member. Registration upon approval of Chairperson and Instructor.

SOC 480-481  Dr. Reilly
Internship in Social Work  3 credits
Supervised experiential learning designed to broaden the educational experience of students through practical experience and work assignments with governmental and/or community agencies in the field of social work. Supervision by a faculty member and agency supervisor. Limited to juniors and seniors. Prerequisite: permission of Instructor.

Approved courses from other curricula: Sociology majors may be advised to choose several courses taught in the Criminal Justice sequence—courses so approved include:

- S/CJ. 210 Law and Society
- S/CJ. 213 Criminology
- S/CJ. 214 Juvenile Delinquency
- S/CJ. 218 The American Court System
- S/CJ. 220 Penology: Corrections
- S/CJ. 221 Probation & Parole
- S/CJ. 224 Sociology of Deviance
- S/CJ. 225 White Collar Crime
- S/CJ. 227 Organized Crime Patterns
- S/CJ. 317 Trial, Jury and Counsel
- S/CJ. 324 Victimology
GERONTOLOGY COURSES

GERO. 110 Dr. Rielly, Prof. Pyle
Introduction to Gerontology 3 credits
A multi-disciplinary examination of the cognitive and affective aspects of the aging process. The course covers the social, physiological, psychological, economic, and health aspects of aging, as well as service delivery systems. It explores planning and action strategies aimed at enhancing the quality of life, and providing more adequate benefits and services for the older adult.

GERO. 112 Dr. Rielly, Dr. Talamini
Social Problems of Aging 3 credits
This course is devoted to a study of the specific problems of the aged in American society, with particular attention at both individual and societal levels to issues of age, inequality in opportunities and rewards; of mental health, housing, minorities, and institutions; of crime and fear of victimization; of economic status, work, leisure, and retirement; of attractiveness, aging and sexuality; of drugs, doctors, nursing homes and hospitals.

GERO. 210 Dr. Rynn
Aging Around the World 3 credits
A cross-cultural approach looking at the ways in which a variety of societies deal with aging and the aged. The issues of work, economics, other types of expertise, and different definitions of the aged are analyzed.

GERO. 212 Dr. Talamini
Aging and the Life Cycle 3 credits
Rites of passage, age norms, and role rehearsals for life transitions, the life cycle in comparative cultures; sociological dimensions of adulthood and aging concerning the work cycle, sport and leisure development, patterns of consumer behavior and life style, and the family cycle.

GERO. 214 Ms. Borsuk, Mr. Germain
Aging and Human Behavior 3 credits
A critical examination of life satisfaction in old age; the social and psychological factors which affect it; factors contributing to the psychological well-being of older adults as a function of their position in the social system.

GERO. 216 Prof. Pyle
Aging and the Community 3 credits
Consideration of selected community strategies effecting desired changes in the development and implementation of social services and programs for the elderly: legislative action, interagency relationships, the citizen role.

GERO. 218 Ms. Borsuk, Prof. Pyle
Health and Aging 3 credits
An explorative study of the mental and physical health problems prevalent in the older adult population, with emphasis upon the preventive aspects of health care as applied by themselves and health care providers. Health care approaches appropriate to the various problems, and relevant resources within the home and community are considered.

GERO. 220 Atty. Cimini
Crime and Aging 3 credits
A consideration of crime as it affects aging; examining the older adult as victim, offender, practitioner, and perpetrator, in light of current thought, policy, and law.

GERO. 230 Prof. Pyle
Social Policy and Aging 3 credits
Review of major legislation affecting older adults, including Social Security Act, Older Americans Act, Medicare, and various local, state, and national programs for the aged.

GERO. 232 Dr. Rielly
Aging and Death 3 credits
This course offers the student an opportunity to explore the mystery and meaning of death. Focus is on a number of aspects of dying and the death process, such as the dying individual and the family; cross-cultural perspectives; terminal illness; professions and death; rites and rituals.

GERO. 284 Staff
Special Topics in Gerontology 3 credits
Courses designed to meet specific needs of individual students or courses offered on a trial basis to determine the value of placing them into the regular curriculum. Prerequisite: consent of the Chairperson and the Instructor.

GERO. 382-383 Staff
Independent Study in Gerontology 3 credits
Designed for advanced students who are capable of independent study. A program of planned research in gerontology under the guidance of a faculty member. Registration upon approval of Chairman of the department and the instructor directing the study.

GERO. 480-481 Dr. Rielly
Internship in Gerontology 3 credits
Supervised experiential learning in one or more organizations that serve older adults. Supervision by a faculty member and agency supervision required. Limited to juniors and seniors. Prerequisite: permission of instructor.
THEOLOGY AND RELIGIOUS STUDIES

DR. FREIN, Chairperson

The religious dimension of human life is of such importance that it is necessary to explore it in a liberal arts curriculum.

The General Education requirement for all students at the University is six credit hours in theology. This is fulfilled by T/RS 121-122, a two-semester introductory sequence. Additionally, students must take another six hours in either philosophy or theology/religious studies to complete the GE AREA V requirements. In addition to courses with a primarily Christian focus, the department also offers courses which deal with non-Christian religious traditions, among which are T/RS 314: The Religions of the World and T/RS 333: The Jewish Way of Life.

The Bachelor of Arts degree in Theology/Religious Studies requires 30 credits in the major including the introductory courses required of all students. To ensure a well rounded background in the discipline, each major must take at least one course in each of the 4 categories listed below. Each major is expected to confer with the departmental chairperson for the selection and balancing of courses. The department also offers a double major program compatible with most other majors. It has similar requirements.

Departmental Courses are grouped into the following categories:

- Biblical (XX1-XX9)
- Historical (XI0-X19)
- Systematic (X20-X29)
- Moral (X30-X39)

**T/RS 121-122**
Staff
Theology I-II
3-3 credits
A two-semester introduction to theology. The first semester course focuses on Bible and Tradition, studying key books and themes of the Old and New Testaments. The second semester course focuses on Creed and Practice, surveying major elements of systematic theology (e.g., Creation and Redemption) and Christian life (e.g., The Sacraments and Morality).

**T/RS 200**
Staff
Inside the Old Testament
3 credits
An introduction to and readings in the whole range of Old Testament literature with special attention to its literary form, historical context, and levels of meaning.

**T/RS 201**
Staff
Inside the New Testament
3 credits
An introduction to and readings in the whole range of New Testament literature with special attention to its literary form, historical context, and levels of meaning.

**T/RS 204**
Dr. Frein, Fr. Barone
Pauline Letters
3 credits
An introduction to the writings of the Apostle Paul, exploring Jewish and Greco-Roman influences on his letters as well as his contribution to basic Christian beliefs and practices.

**T/RS 205**
Fr. Barone
The Gospels and Jesus
3 credits
An historical-critical study of the synoptic gospels. The historical figure of Jesus of Nazareth as perceived in the resurrection faith of the early Christian communities. Film and slide presentations of archaeological discoveries relevant to New Testament era.

**T/RS 206**
Dr. Frein
The Four Gospels
3 credits
A study of the four Gospels from the perspectives of history, theology, and literature.

**T/RS 210**
Fr. Rousseau, S.J.
The Christian Religious Tradition
3 credits
A study of the vital growth of Christianity’s life, doctrine, worship and spirituality over the centuries. Special emphasis will be placed on principal leaders, thinkers and heroes.

**T/RS 211**
Dr. Benestad
Great Books I: Perspectives on Western Culture
3 credits
The religious, philosophical and political writings of major thinkers of the Western tradition. The first semester includes the study of the Bible, Aristotle’s Ethics, Plato’s Apology, Augustine’s City of God, and the thought of Aquinas. Emphasis is on the study of these works as they illuminate the current world. The second semester description is found under Phil. 159.

**T/RS 213**
Fr. Sable, S.J.
American Catholic Thought
3 credits
The major themes of American Catholic tradition from colonial times to the present are placed in their historical, religious, social and political context.

**T/RS 215**
Prof. E. Mathews
Early Christian Writers
3 credits
This course is designed to provide an introduction to the main figures, theological currents, and ideas of that formative period of the history of Christian theology by a close reading of selected texts from the major figures of the first six centuries of the Church.

**T/RS 216**
Fr. Quinnan
Western Theological Movements
3 credits
The principles of Christian theology are contained within the books of Sacred Scripture and Tradition but the expression of these principles are developed differently according to the specific needs of each age. This course will examine the theological method of some major Christian theologians of the Western Church in the context of the time period in which they lived. While the theologian and his/her method of focusing the focus of this course, the theme of the relationship between church and society (as presented by the theologian) will be used to focus and order the course.
THEOLOGY/RELIGIOUS STUDIES

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FRESHMAN FALL SPRING

MAJOR T/RS 121-122 Theology I/Theology II 3 3
COGNATE Electives Electives 3 3
GE AREA I Nat. Sci./Quant. Elective 3
GE AREA II Social/Behavior Elective 3 3
GE AREA III Communication Elective 3
GE AREA V Phil. 120 Elective 3
GE FREE Elective 3
PHYS EDUC Ph. Ed. Physical Education 1 1
GE AREA I Nat. Sci./Quant. Electives Electives 3 3
GE AREA II Social/Behavior Electives Electives 3 3
GE AREA III Communication Elective 3
GE AREA V Phil. 210 Ethics 3
PHYS EDUC Ph. Ed. Physical Education 1 1

SOPHOMORE FALL SPRING

MAJOR T/RS Second Year Electives 3 3
COGNATE Electives Electives 3 3
GE AREA I Nat. Sci./Quant. Electives Electives 3 3
GE AREA II Social/Behavior Electives Electives 3 3
GE AREA III Communication Elective 3
GE AREA V Phil. 210 Ethics 3
PHYS EDUC Ph. Ed. Physical Education 1 1

JUNIOR FALL SPRING

MAJOR T/RS Electives Electives 6 6
COGNATE Electives Electives 6 6
GE AREA I Humanities Electives Electives 6 6
GE AREA II Social/Behavior Electives Electives 6 6
GE AREA III Communication Electives Electives 6 6

SENIOR FALL SPRING

MAJOR T/RS Electives Electives 3 3
COGNATE Electives Electives 3 3
GE AREA I Humanities Electives Electives 3 3
GE AREA II Social/Behavior Electives Electives 3 3
GE AREA III Communication Electives Electives 3 3
GE AREA IV Humanities Electives Electives 3 3

TOTAL: 127 credits

MINOR: The minor in T/RS requires 12 credits beyond the introductory sequence, preferably spread over several areas.

T/RS 220 Fr. Begley, S.J.
Spirituality: 3 credits
Liturgy and Sacraments
A basic course in sacraments which will explore the human religious experience of the faith community and its expression in sacramental celebration. Two features of the Rite of Christian Initiation of Adults, its process orientation and the role of the community, will serve as base for the examination of new sacramental models. Throughout the course, specific attention will be given to the development of a sacramental spirituality.

T/RS 221 Dr. Steele
Prayer 3 credits
Introduction to the nature, purpose, and method of prayer in the Catholic Christian tradition.

T/RS 222 Rev. Liberatore
Introduction to Liturgical Theology 3 credits
This course will consider the relationship between Liturgy and Theology, as realities in the Christian life which form and inform one another. Fundamental documents of the Roman liturgy will be introduced, with an eye toward discerning insights into God, Christ, the Church, the sacraments, and the human person which are embodied therein.

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T/RS 227  Dr. Kopus, o.s.f.
*Christ in Tradition and Culture*
Examines the meaning and message of Jesus Christ as understood and communicated in the faith of his followers with special consideration given to the symbolic dimensions and cultural aspects of that Christian understanding.

T/RS 228  Staff
*The Protestant Tradition*
An exploration of the Reformation vision of theology covering the roots and principles of the Protestant way of dealing with such topics as the nature of the Church, redemption, ethics, God and Jesus.

T/RS 229  Dr. Pinches
*Modern Protestant Thought*
This course will survey the past two centuries of Protestant thought with an emphasis on the theological roots of contemporary Protestant Liberalism and Evangelicalism. Other current debates among Protestants today and their ecumenical discussions with Catholics will also be presented.

T/RS 230  Msgr. Bohr & Staff
*Moral Theology*
A study of the Christian moral tradition, its history and principles. Among areas to be treated are: the family, sexual activity, and human rights.

T/RS 231  Drs. Benestad, Pinches
*Social Ethics*
This course will prepare students to recognize ethical dimensions of political, economic and social issues through the study of the following: pertinent writings of Pope Paul VI and Pope John Paul II, a classic work of political theory, and several contemporary writings on such issues as morality, foreign policy and economic justice.

T/RS 232  Dr. Benestad
*John Paul II and Catholic Social Thought*
This course will explore the dialogue between the Catholic Church and modern ideologies on social and political matters. Readings include pertinent documents of the Second Vatican Council and recent papal writings, especially those of Pope John Paul II.

T/RS 233  Dr. Steele
*Suffering*
The existence of suffering and evil presents a particular problem for those who believe in a God who is unlimited both in power and goodness. This course will examine the problem and possible solutions.

T/RS 234  Sr. Foley, C.N.D.
*Twentieth Century Peacemakers*
A study of some of the principles and methods of “waging peace” found in the lives and writings of Mohandas Gandhi, Dorothy Day, Thomas Merton and Martin Luther King.

T/RS 235  Dr. Pinches
*The Theology of Birth and Death*
This course will investigate the meaning and significance of the birth and death of human beings in the Christian tradition. Related topics will be: suicide, euthanasia, capital punishment, contraception and abortion.

T/RS 236  Prof. Casey
*Faith and Justice*
An inquiry into the role of the Church, Christian social ethics, and the citizen in the formulation of social policy on the economy. Church Pastors and Biblical readings will be the basis of discussion.

T/RS 237  Prof. Casey
*Politics: A Christian Perspective*
An inquiry into the role of the state, the Church and the individual in political life. Special attention is given to the problem of violence; the course is set in the unique American perspective of Church-State Relations.

T/RS 238  Dr. Benestad
*Nietzsche and Christianity*
A focus on Nietzsche’s relation to and critique of Western thought in general and Christian thought in particular. Nietzsche’s deep influence on contemporary theology and philosophy will be shown through extended readings from his collected works.

T/RS 239  Staff
*Teology for the 20th Century*
An introduction to the problems and methods of doing theology today. This course will begin with an overview of some of the main themes of 20th century theological thought, and will then move on to a study of one of the century’s leading Catholic theologians: Karl Rahner. Emphasis will be placed on the integration of a plurality of philosophical approaches with the theological tradition and with questions of the present day.

T/RS 302  Dr. Frein
*Luke as Story*
A discussion of how the religious message of the Gospel of Luke is shaped and conveyed by such literary features as plot, characterization and the use of irony.

T/RS 303  Dr. Frein
*Jesus for the Gentiles: An Introduction to the Gospel of Luke*
The primary purpose of this course is a close reading of the Third Gospel. Although the primary focus will be on the text rather than on methods of analysis, appropriate attention will be paid to literary forms, historical background and responsible interpretation. (Complements T/RS 201 and 205).

T/RS 304  Dr. Mathews
*John’s Gospel and Letters*
A close look at the Fourth Gospel and the Epistles of John with an emphasis on their literary, historical, and theological characteristics.

T/RS 305  Dr. Mathews
*The Apocalypse of St. John*
This introduction to the last book of the Bible will emphasize the literary forms and thought patterns of apocalyptic literature as well as the historical and theological character of the book itself, highlighting both textual interpretation and contemporary relevance.

T/RS 306  Dr. Mathews
*Job and the Psalter*
A close look at the Wisdom Literature of the Old Testament. The study of both the Book of Psalms and the Book of Job will emphasize theological themes.
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<tr>
<td>T/RS 307</td>
<td>Dr. Mathews</td>
<td>Passion and Resurrection Narratives</td>
<td>3 credits</td>
<td>A study of the theology of each of the Gospels by an analysis of the key narratives of the Passion and Resurrection in the four Gospels.</td>
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<tr>
<td>T/RS 308</td>
<td>Dr. Mathews</td>
<td>The Great Prophets</td>
<td>3 credits</td>
<td>An examination of the four major prophets of the Old Testament: Isaiah, Jeremiah, Ezekiel and Daniel, with an emphasis on the study of selected texts.</td>
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<tr>
<td>T/RS 309</td>
<td>Dr. Mathews</td>
<td>The Heart of the Old Testament</td>
<td>3 credits</td>
<td>An in-depth look at the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) using ancient and modern exegetical views to examine and emphasize the central theme of the Covenant.</td>
</tr>
<tr>
<td>T/RS 310</td>
<td>Fr. Rousseau, S.J.</td>
<td>Religion and the American People</td>
<td>3 credits</td>
<td>An exploration of the great religious developments, persons, and questions in the life of the American people from the beginnings to the present day.</td>
</tr>
<tr>
<td>T/RS 311</td>
<td>Staff</td>
<td>Liturgical Theology of Byzantine Churches</td>
<td>3 credits</td>
<td>A survey of the various elements of the liturgical life of the Byzantine tradition examining both the way that tradition is shaped and expresses itself as well as the underlying influences of faith upon that formation and practice.</td>
</tr>
<tr>
<td>T/RS 312</td>
<td>Fr. Linehan, S.J.</td>
<td>Jesuit Spirit</td>
<td>3 credits</td>
<td>The Society of Jesus (Jesuits): Its spirituality, tradition and history from their 16th century origins in the Spiritual Exercises of St. Ignatius of Loyola through the contemporary period with special emphasis on Jesuit theological and cultural contributions to the Church.</td>
</tr>
<tr>
<td>T/RS 314</td>
<td>Prof. Casey</td>
<td>The Religions of the World</td>
<td>3 credits</td>
<td>An exploration of belief in the traditions of the classical historical religions of the world through both systematic analysis and the reading of sacred texts.</td>
</tr>
<tr>
<td>T/RS 315</td>
<td>Dr. Kopas, o.s.f.</td>
<td>Women in Christianity</td>
<td>3 credits</td>
<td>An exploration of some of the major roles women have played in Christian thought and experience, including their contributions as disciples, spiritual guides, and social critics. Will also examine assumptions about male and female identities and consider challenges to traditional roles.</td>
</tr>
<tr>
<td>T/RS 316</td>
<td>Sr. Foley, C.N.D.</td>
<td>God and the Earth</td>
<td>3 credits</td>
<td>This course will explore the way human beings relate to the land and to other life forms and how this relationship is affected by belief in God. Biblical and other theological texts from Christianity and other religious traditions will be considered.</td>
</tr>
<tr>
<td>T/RS 318</td>
<td>Sr. Foley, C.N.D.</td>
<td>Models of the Church</td>
<td>3 credits</td>
<td>A brief survey of various expressions of the Church’s nature and mission throughout its history, from the New Testament through Vatican II. Exploration of some contemporary approaches, including liberation and feminist theology, to such questions as: What and who is the “true Church”?: Where is it located? What is the place of Mary in the life of the Church?</td>
</tr>
<tr>
<td>T/RS 319</td>
<td>Dr. Kopas, o.s.f.</td>
<td>Women’s Spiritual/Autobiographical Writing</td>
<td>3 credits</td>
<td>(Prerequisite: permission of instructor) This course explores women’s written expressions of their spiritual lives. Readings, which include spiritual autobiographies and other writings, both classic and contemporary, focus on women’s experience and understanding of the divine-human relationship. Seminar format.</td>
</tr>
<tr>
<td>T/RS 320</td>
<td>Fr. Coccia, S.J.</td>
<td>Faith and Reason</td>
<td>3 credits</td>
<td>The problem of faith and reason, that is, intellectual difficulties with belief and the objects of belief, reexamined in the light of contemporary epistemology. An in-depth study, taking in both the problem of truth and the problem of knowledge.</td>
</tr>
<tr>
<td>T/RS 321</td>
<td>Fr. Coccia, S.J.</td>
<td>Christian Spirituality</td>
<td>3 credits</td>
<td>An historical, analytical, appreciative study of the fundamental principles and development of Christian ascetical theology. Traditional concepts such as faith, prayer, sin, conversion, discernment, peace, consolation, desolation, repentance, and mortification are examined and evaluated.</td>
</tr>
<tr>
<td>T/RS 322</td>
<td>Dr. Kopas, o.s.f.</td>
<td>Approaches to God</td>
<td>3 credits</td>
<td>A study of some of the ways religious thinkers have approached the topic of God. Will include consideration of biblical, classical, and contemporary ways of understanding God as well as a selection of artistic, cultural, and imaginative perspectives on God.</td>
</tr>
<tr>
<td>T/RS 323</td>
<td>Rev. Liberator</td>
<td>Signs &amp; Symbols</td>
<td>3 credits</td>
<td>An introduction to the symbolic character of human existence in general, and of the sacramental life of the Church in particular. Beginning with a consideration of the students’ own experience of the symbolic character of their existence, the first part of the course will examine leading theories of why symbols are needed and how they work. Utilizing a definition of Catholic sacraments which focuses on their essentially symbolic nature, the course will then undertake a study of why sacraments are needed and how they work.</td>
</tr>
<tr>
<td>T/RS 324</td>
<td>Dr. Benestad</td>
<td>Spiritual Classics</td>
<td>3 credits</td>
<td>A study of the autobiographies of St. Augustine and St. Teresa of Avila (The Confessions and Life of Teresa of Jesus). As an introduction to the study of the spiritual life, John Paul II’s Sign of Contradiction is read.</td>
</tr>
<tr>
<td>T/RS 325</td>
<td>Fr. Levko, S.J.</td>
<td>Eastern Christian Spirituality</td>
<td>3 credits</td>
<td>A study of the meaning of the spiritual life for Eastern Christian writers with a particular emphasis upon Sts. Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm and icons will be discussed.</td>
</tr>
<tr>
<td>T/RS 326</td>
<td>Prof. Casey</td>
<td>The Church and Contemporary Social Issues</td>
<td>3 credits</td>
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</table>
Explores the religious and ethical dimensions of social issues such as prejudice and violence. The findings of related social sciences and literature are placed in the context of Christian anthropology to give the student a concrete view of their interrelation.

T/RS 327  
Belief and Unbelief  
Prof. Casey  
3 credits  
A multidisciplinary inquiry into the nature of Faith in the Catholic tradition with special attention to the challenges of modernity.

T/RS 328  
Wealth and Poverty in the Biblical Tradition  
Dr. Frein  
3 credits  
A study of the presentation of various economic issues on the Old and New Testaments, including wealth and poverty as signs of God’s favor, as creating obligations to care for and protect the poor and as involving both rights and responsibilities.

T/RS 330  
Biomedical Ethics  
Drs. Benestad, Pinches  
3 credits  
This course will present theological reflections on the two main ethical theories undergirding contemporary biomedical ethics. It will also present and discuss relevant philosophical and theological arguments on such issues as abortion, care of handicapped infants, euthanasia, suicide and the profession of medicine.

T/RS 331  
Christian Ethics  
Drs. Benestad, Pinches  
3 credits  
This course will discuss the practice of the Christian moral life in contemporary society. The Christian virtues will be distinguished and related to selected problems arising in our lives as private individuals, as members of families, as professionals and as citizens. Other topics to be treated include: evil, sin, Christian liberty, Christian perfection, relativism and humanism.

T/RS 332  
Christian Ethics in America  
Dr. Pinches  
3 credits  
An exploration of the discussion of American theologians, since 1900, of the moral, social, and political implications of Christianity, including such concerns as the relation between the Christian Church and the nation state and the status of America as a Christian nation.

T/RS 333  
The Jewish Way of Life  
Staff  
3 credits  
As a global introduction to Judaism this course will examine: essential beliefs, holidays, and life ceremonies, Jewish history and modern Judaism, especially the Holocaust, the State of Israel and the Coming to America.

T/RS 335  
Judaism in the Time of Jesus  
Staff  
3 credits  
A study of first century Jewish religious sects as well as the cultural, political and historical setting of the Roman Empire in which Jesus lived and preached and where monotheism continued to develop.

T/RS 336  
Contemporary Case Studies in Theology  
Fr. Rousseau, S.J.  
3 credits  
An exploration of the discussion of American theologians, since 1900, of the moral, social, and political implications of Christianity, including such concerns as the relation between the Christian Church and the nation state and the status of America as a Christian nation.

T/RS 338  
Jesus and the Moral Life  
Dr. Pinches  
3 credits  
A study of how the life of Jesus and the theological claims Christians make about his person relate to the moral life. Historical resources of the first century will be considered as well as contemporary writings in Christian ethics.

T/RS 400  
Introduction to Old Testament Exegesis  
Dr. Frein  
3 credits  
An introduction to the primary methods and problems of Old Testament interpretation: its historical background, the theological analysis and synthesis of major sections, as well as the use of source, form and redaction criticism and such more recent developed approaches as social scientific, literary and feminist criticism.
INTERDISCIPLINARY COURSES *

INTD. 103  Staff  The Vietnam Experience  3 credits
The historical origins of the Vietnam War including the period of French colonialism and the American intervention; the politics, economics, and military strategy in Vietnam during the war years and today. Present relations with China and the USSR. Why were we there and why did we fail?

INTD. 104  Staff  The American Experience  3 credits
An examination from the perspectives of History and Literature/Drama of the elements that have shaped our present culture, and an analysis of the trends that may predict our future.

INTD. 105  Drs. Homer, McInerney  Great Lives: Images on Stage  3 credits
An examination of the often contrasting impressions of historical personalities, as they are portrayed in plays and films and as they appear to historians. Historical figures to be considered include Caesar, Richard III, Thomas More, Lincoln and Churchill.

INTD. 106  Dr. Beal, Staff  Theology & Literature  3 credits
A study aimed at deepening students' appreciation of the literary experience and its capacity to reveal human religious capabilities. Readings, lectures, discussions and films will focus on human freedom as a vehicle to personhood, community and God.

INTD. 108  Staff  Health & Legal Implications of Chemical/Drug Abuse  3 credits
A team taught course that deals with the neuro-physical, health, and legal implications of alcohol/drug abuse, viz: its biochemical effects and aspects, its legal and social consequences, and its health and lifestyle implications.

INTD. 109  Staff  Parenting  3 credits
Integrating the disciplines of psychology and literature, this course is designed to increase one's capacity to be a good parent. Fiction is used as discussion source for learning about child development, family relations, and parent education.

INTD. 209  Prof. Schaffer, Homer, Dunn, Rowe, and Friedrichs  The Holocaust  3 credits
An exploration of the cataclysmic event in Jewish history known as the Holocaust. The course will examine the subject form the perspective of various academic disciplines — historical, sociological, philosophical, artistic, and literary, among others — and will include a field trip to the Holocaust Museum in Washington, D.C. (GE Areas II, IV)

INTD. 224  Dr. Dutko  Science, Decision Making and Uncertainty  3 credits
A study of decision making as it relates to scientific and public policy matters. The course covers philosophical, mathematical, and psychological aspects of decision making in the face of uncertain evidence. Topics include the nature of scientific evidence; probabilistic evidence and the law; uncertainty and medicine; and other issues such as nuclear power, waste disposal, and strategic nuclear planning. Reading taken from contemporary sources. (GE Areas I, II, V)

INTD. 333  Drs. Dunn, Mathews  The Bible in Image and Text  3 credits
This team-taught course is a study of the interpretation of major biblical stories and figures in the Christian theological tradition and in Art History. The marriage of Christian text and image is a natural and long-lived one; it provides and exciting way to integrate knowledge of various major themes such as creation and last judgement, and of many great biblical figures, such as Moses and Christ. Students will learn to read the images and visualize the text. (GE Areas IV, V)

NSCI 101  Prof. Kalafut  History of Science and Technology  3 credits
A course for non-science majors that traces the evolution of scientific inquiry from the pre-Socratics to the present. The central ideas that enable man to understand and control the forces of nature and develop modern technological societies are examined. Selections from the classics in science will be studied. (No prerequisites.)

NSCI 102  Dr. Baril, Prof. S. Casey  Science and Society  3 credits
This course would attempt to show how the sciences, particularly the behavioral sciences, impact both positively and negatively on society. Issues dealt with would include the nature of science, similarities and differences between the scientific disciplines, the impact of science on the concept of free will, and the philosophical and moral implications of psychological testing, socio-biology, and Skinnerian radical behaviorism.

NSCI 201  Dr. Carey  Science and the Human Environment  3 credits
A brief study of the effects of the technological, scientific and industrial progress on the air, land and water resources of the human environment. Problems in each of the resource areas will be discussed in detail.

* Interdisciplinary courses are team-taught courses which vary from semester to semester. They may be used to fulfill appropriate General Education requirements as specified in the course schedule bulletin.
The vision of the School of Management is to encourage and enable students to make lasting contributions to their organizations and communities.

Accreditation
The School of Management is nationally accredited for its business programs, on both the undergraduate and graduate levels, by the American Assembly of Collegiate Schools of Business (AACSB).
MISSION STATEMENT

The MISSION of the School of Management is to contribute to a Jesuit, liberal arts education by preparing students to meet the educational requirements for success in leadership, management, team membership and other productive roles in business and related fields, and to provide service to the broad University community. The School of Management provides for the development of knowledge, skills, interpersonal and communication capacities, attitudes and values that will enable students to assume positive, influential roles in their work organizations and society. This process integrates the capacity for life-long learning and decision making with a clear sense of ethical responsibilities, and a sensitivity to cultural and demographic diversity. Our mission supports the University’s Statement of Mission — to provide professional and pre-professional programs “designed to meet the standards of the appropriate professional fields, and to develop students who have a clear sense of the ethical responsibilities which these fields demand of their successful practitioners.”

DEPARTMENTAL PROGRAMS

Seven programs are available in the School of Management: Accounting-Track in Financial Accounting, Accounting-Track in Managerial Accounting, Finance, International Business, Management, Marketing, and Operations Management. In addition, a B.S. in Economics is jointly offered with the College of Arts & Sciences. These programs prepare the student for a career in business or for graduate study. Except for the requirements of the major and the business core, the student in the School of Management will adhere to the same regulations as the student in the other undergraduate colleges. At least 50 percent of the major and business core credits must be earned here at the University of Scranton. Apart from minor exceptions, which require the explicit approval of the Dean of the School, the student will spend the senior year in residence at the University.

GRADUATION REQUIREMENTS

In order to graduate in a business major, in addition to the 2.00 minimum GPA overall, the student must have earned a minimum 2.00 GPA in both the major and business core coursework.

MINORS

A minor in General Business is available to non-business students, with the exception of students majoring in Chemistry-Business, Electronics-Business, International Language-Business, and Economics (SOM only). It will consist of 21 credits:

- ECO. 210 Essentials of Economic Theory
- ACC. 253-254 Financial-Managerial Accounting
- MGT. 251 Legal Environment of Business
- MGT. 351 Principles of Management I
- MGT. 352 Principles of Management II
- MKT. 351 Introduction to Marketing

These are the courses that are required in five of the six foundation areas for the MBA program in the Graduate School. The last three courses must be taken after the other courses, and may be taken no earlier than the junior year. Minors in Economics, Management, and Operations Management are described under those respective programs.

BUSINESS COGNATE

Non-business students with special needs may pursue a personal cognate in business, but may not take more than 25 percent of their total credit hours in business. With the approval of his or her advisor, the student is free to select a variable number of business courses; however, the prerequisites stated in the catalog must be observed, and upper division courses may not be taken before the junior year.

MATH OPTIONS

Two math options are available to business majors:

Option I*  Option II*
- Math 107, Quantitative Methods II  Math 114, Analysis I
- Math 108, Quantitative Methods III  Math 221, Analysis II

Both options cover the topics of calculus. Option I takes an applied approach; Option II a theoretical approach.

*Students are tested for math placement during summer orientation. On the basis of these tests and their high school background it will be recommended that some students take Option II, especially if they expect to pursue graduate studies. The majority of students will be placed in Option I, and may also be required to take Math 106, Quantitative Methods I, as a prerequisite to taking Math 107. Students choosing Option I who do not need Math 106 will take a Natural Science course.
THE BUSINESS LEADERSHIP PROGRAM

Leadership, the process of persuasion or example by which the members of a group are persuaded to pursue the group’s objectives, is the focus of many new programs in education. The Business Leadership Program in the University’s School of Management provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship program, and an independent leadership project.

The key courses are taught with a special emphasis on business leadership by faculty chosen for their exceptional teaching and their interest in the leadership concept. The leadership seminars will help the students assess and perfect their talents for leadership and will put them into contact with many business leaders. Noteworthy among the opportunities are the internships (where the students are placed with business leaders who serve as mentors) and the projects developed and executed by the students to demonstrate their leadership skills. The program will culminate in the students’ preparing portfolios on the essence of leadership, as derived from participation in the program, and defending their concepts of leadership before a faculty board.

The program is highly selective, accepting fifteen sophomores each Spring to begin the two-year program the following Fall. Applicants will be selected on the basis of the following criteria:

— leadership experience and/or potential; drawing from the student’s record in high school, college, work history, clubs and activities.
— student’s self-assessment and motivation in applying - how and why this program relates to the student’s long-term goals.
— interests and hobbies.
— recommendations of teachers, others.
— 3.3 GPA (ordinarily); a minimum of a 3.5 GPA will be needed for graduation in the program.

SCHEDULE

FALL
Junior Year: BLDR 351 Principles of Mgt. I
BLDR 385 Bus. Leadership Seminar #1 - Self-Assessment
Senior Year: BLDR 455 Bus. Policy & Strategy
BLDR 485 Bus. Leadership Seminar #3 - Mentorship

SPRING
BLDR 355 Business Ethics
BLDR 386 Bus. Leadership Seminar #2 - Empowerment
BLDR 456 Creativity & Entrepreneurship
BLDR 486 Bus. Leadership Seminar #4 - Case Study Defense

PROGRAMS OF STUDY

SPECIAL TOPICS COURSES

Special topics courses are offered in each department. The course numbers below will be prefixed with the appropriate department abbreviation.

- Internship: 480-481 3-6 credits (Approval of Chairperson and Dean required)
- Guided Research for Independent Study: 482-483 3 credits (Approval of Chairperson and Dean required)
- Special Topics: 484 3 credits (Course devoted to a special topic (chosen by instructor) in a field. The course will not normally be repeated.)
- Seminar: 490-491 (Prerequisite: Senior Standing) This course will discuss topics for current concern in a specialized field, and will be conducted in seminar fashion. Content and emphasis will vary from year to year, but will always be up-to-date.
ACCOUNTING

DR. CARPENTER, Chairperson

Accounting accumulates and interprets the quantitative data necessary for appraising and controlling business operations and for sound decision making. The Financial Accounting Track is appropriate for the student interested in a career in public accounting. The public accountant is concerned with the preparation and reporting of financial statement information to users outside the organization. Students going into public accounting should consider seeking CPA (Certified Public Accountant) certification. The Managerial Accounting Track is the appropriate choice for a student wanting a career in management accounting. Emphasis here is on the use of accounting information for decision making within the organization. The CMA (Certified Management Accountant) is the appropriate certification in this area.

ACCOUNTING

Financial Accounting Track

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN</td>
<td></td>
<td>FALL</td>
</tr>
<tr>
<td>GE AREA I</td>
<td>Math.*</td>
<td>Math Option</td>
</tr>
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<td>GE AREA II</td>
<td>Eco. 153-154</td>
<td>Prin. of Micro-Macro Eco.</td>
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<td>GE AREA III</td>
<td>Communications #</td>
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<td>GE AREA IV</td>
<td>Humanities</td>
<td>Electives</td>
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<td>GE AREA V</td>
<td>Ph. 120-T/RS 121</td>
<td>Intro. to Philosophy-Theology I</td>
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<td>PHYS EDUC</td>
<td>Ph. Ed</td>
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<tr>
<td>SOPHOMORE</td>
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<tr>
<td>BUS CORE</td>
<td>Acc. 251-252</td>
<td>Financial Accounting I-II</td>
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<td>BUS CORE</td>
<td>Stat. 251-252</td>
<td>Statistics for Bus. I-II</td>
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<td>Legal Environment of Bus.</td>
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<td>GE AREA I/IV</td>
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<td>GE AREA III</td>
<td>CMPS 104 &amp; Lab</td>
<td>Computing for Business &amp; Lab</td>
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<td>Ph. 210-T/RS 122</td>
<td>Ethics-Theology II</td>
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<td>JUNIOR</td>
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<tr>
<td>MAJOR</td>
<td>Acc. 361-362</td>
<td>Intermediate Accounting I-II</td>
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<td>MAJOR</td>
<td>Acc. 363-364</td>
<td>Federal Taxes-Auditing</td>
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<tr>
<td>BUS CORE</td>
<td>Mgt. 351-352</td>
<td>Principles of Management I-II</td>
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<tr>
<td>BUS CORE</td>
<td>Fin. 351-Mkt. 351</td>
<td>Intro. to Finance—Intro. to Mkt.</td>
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<td>BUS CORE</td>
<td>OIM 351</td>
<td>Intro. to Mgt. Science</td>
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<td>Intro. to Oper. Mgt.</td>
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<td>Eco. 351</td>
<td>Environment of Intl. Business</td>
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<td>BUS CORE</td>
<td>Mgt. 455</td>
<td>Bus. Policy &amp; Strategy</td>
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<td>OIM 471</td>
<td>Bus. Information Management</td>
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<td>GE AREA IV-1</td>
<td>*Humanities/Nat. Sci.</td>
<td>Elective</td>
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<tr>
<td>GE AREA V</td>
<td>T/RS-Ph. 211</td>
<td>Elective-Business Ethics</td>
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</tbody>
</table>

TOTAL: 133-135 credits

* See note on Math Options, page 148.
# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirement.

Major electives for the Financial Accounting track are ACC 365, 470, 472, 473, 475 & 480. Students who plan to sit for the CPA examination in New York or New Jersey need 6 credits of Finance and 6 credits of law. For the additional course in Finance, one of Fin 361, Fin 362, or Fin 475 is recommended. Acc 470 is recommended for the additional law course.
# ACCOUNTING

## Managerial Accounting Track

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FALL</th>
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<td>GE AREA IV</td>
<td>Electives</td>
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<td>3</td>
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<tr>
<td>GE AREA V</td>
<td>Intro. to Philosophy-Theology I</td>
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<td>3</td>
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TOTAL: 133-135 credits

* See note on Math Options, page 148.

# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirement.

Major electives for the Managerial Accounting track are ACC 363, 364, 460, 470, 471, 472, 475, 480.
ACC. 210  Staff
Survey of Managerial & Financial Accounting
Intended to provide a foundation in accounting for MBA students and for non-business students taking credits in business, this is an intensive course that covers reporting financial information and accounting techniques for decision-making, planning and controlling operations. Not open to students needing 6 credits in introductory accounting.

ACC 251  Staff
Financial Accounting I 3 credits
(For Acc. & Fin. majors) A survey of accounting principles, concepts and procedures. Includes financial statements, information processing cycle, voucher system, receivables, inventory costing methods, plant and equipment, and intangibles.

ACC. 252  Staff
Financial Accounting II 3 credits
(Continuation of Acc. 251 for Acc. and Fin. majors; prerequisite: Acc. 251) A study of accounting principles relevant to payroll accounting liabilities, partnerships, corporations and investments. Also, techniques required in compiling and interpreting data to be used in decision making including funds flow, budgeting and cost analysis. The use of computers in accounting will be introduced.

ACC. 253  Staff
Financial Accounting 3 credits
(For non-accounting and non-finance majors) A survey of the topics in Acc. 251 and 252. Coverage is directed toward the reporting of financial information to interested parties.

ACC. 254  Staff
Managerial Accounting 3 credits
(Continuation of Acc. 253 for non-accounting and non-finance majors; prerequisite: Acc. 253) Accounting techniques required in compiling and interpreting selected data for decision making. Includes such areas as cash and working capital flows, profit planning, statement analysis, capital investment decisions, planning and controlling operations.

ACC. 361  Drs. Carpenter, Mensah
Intermediate Accounting I 3 credits
(Prerequisite Junior standing, Acc. 252) A comprehensive study of contemporary accounting theory, concepts and procedures and their application of the asset classifications on the balance sheet. Current pronouncements of the various accounting organizations relevant to assets will be emphasized.

ACC. 362  Drs. Carpenter, Mensah
Intermediate Accounting II 3 credits
(Prerequisite Acc. 361) Application of contemporary accounting theory to liabilities and stockholder’s equity classifications of the balance sheet. Current pronouncements of accounting organizations relevant to liabilities and owners’ equity accounts will be emphasized.

ACC. 363  Dr. R. Yori
Federal Taxes 3 credits
(Prerequisite: Junior standing, Acc. 252) An introductory course covering pertinent phases of federal income taxation. Emphasis on business transactions, preparation of individual returns and finding the answers to federal tax questions.

ACC. 364  Prof. Ellis, Dr. R. Yori
Auditing Theory 3 credits
(Prerequisite Acc. 252) A review of generally accepted accounting principles and applicable auditing principles, standards and procedures. Auditing original records and assets. Automation and the examination of electronically prepared records. Preparation of work papers.

ACC 365  Dr. Yori
Federal Taxation of Corporations and Partnerships 3 credits
(Prerequisite: Acc. 252) An introduction to the taxation of corporations and partnerships including analyses of the tax consequences of the formation, operation and liquidation of regular corporations. Subchapter S corporations and partnerships.

ACC. 460  Dr. Mahoney, Dr. Mensah
Advanced Accounting I 3 credits
(Prerequisite: Acc. 362) The theories and promulgated standards of accounting related to multiple business units, including purchase versus pooling theory, consolidated financial statements, minority interest, and branch accounting. Also covered is governmental and nonprofit accounting.

ACC. 461  Drs. R.J. Grambo, Johnson
Cost Accounting 3 credits
(Prerequisites: junior standing, Acc. 252) Theories, techniques and procedures in cost accumulation, reporting and control, including such topics as job order costs, process costs, by-products and joint-products costing, and standard cost and variance analysis.

ACC. 462  Drs. R.J. Grambo, Johnson
Advanced Managerial Accounting 3 credits
(Prerequisite: Acc. 461) Accounting techniques as control devices in business with emphasis on use of accounting data in business decisions. Topics to include budgeting and profit planning, cost profit volume, profit analysis and direct costing.

ACC. 470  Staff
Law for Accountants 3 credits
(Prerequisite Mgt. 251) A study of the law of contracts, sales, commercial paper, secured transactions, rights of debtors and creditors, and bankruptcy.
ACC 471  Drs. R.J. Grambo, Yori  
Management Auditing  3 credits  
(Prerequisite: Acc. 362) An in-depth examination of the accountant in the manager’s position. Administrative effectiveness and efficiency as provided through sound internal controls. Design and implementation of monitoring systems within the organization to promote better cost, benefit decisions.

ACC 472  Dr. Mahoney, Dr. Mensah, Staff  
Advanced Accounting II  3 credits  
(Prerequisite: Acc. 362) A study of the theories and promulgated standards of accounting related to international operations, partnerships, estates and trusts, installment sales, consignments, SEC reporting, and interim financial reporting.

ACC 473  Prof. Ellis, Dr. Yori  
Advanced Auditing  3 credits  
(Prerequisite: Acc. 362) A study of the role computers play in the auditor’s environment with an analysis of EDP controls and systems analysis related to the external audit process. Advanced statistical sampling techniques, flow charting and audit program preparation will be covered.

ACC 474  Dr. R.J. Grambo  
Accounting Information Systems  3 credits  
(Prerequisite: Acc. 362) The design and application of accounting systems in both the manual and automated environments. Analysis of information’s accumulation and use patterns in organizations with a focus on providing useful and timely information. Extensive computer usage of Professional Business Software.

ACC 475  Drs. Yori, Johnson, Lawrence  
International Accounting  3 credits  
(Prerequisites: Acc. 252 or 254, and Eco. 351) This course is designed for both accounting and non-accounting majors with an interest in global accounting issues. The environmental influences on accounting development, reporting standards for selected countries, and the harmonization of accounting standards will be explored. Additional topics covered include financial reporting and statement analysis, accounting for foreign currency translation and transactions, and managerial accounting issues for multinational business entities.
ECONOMICS/FINANCE

DR. SATYAJIT GHOSH, Chairperson

The major in ECONOMICS, which is available both through the School of Management and the College of Arts and Sciences (p. 78), provides an excellent training for understanding the economic events and developments of our complex industrialized society and of the world economies. It equips the student with training and background needed to assume responsible managerial positions in industry, commerce, banking, or government service. It also gives a strong preparation for the pursuit of graduate studies in Economics or the legal profession.

ECONOMICS

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<td>Phil 120-T/RS 121: Intro to Philosophy- Theology</td>
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SOPHOMORE

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<td>Humanities: Electives, Electives</td>
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JUNIOR

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<td>Eco. 351: Environment of Intl. Bus.</td>
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SENIOR

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<td>Phl.-T/RS: Electives</td>
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<td>GE Free</td>
<td>Free Area: Electives</td>
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15/15

TOTAL: 127/129 credits

* Recommended by the department.

** See the math options on pages 148. The student majoring in economics will take the first two courses in one of these options.

*** Economic majors may apply up to six cognate credits toward a Math minor. Students taking the sequence open to math majors are strongly urged to complete the calculus sequence by taking Math 222, particularly if they plan on pursuing graduate studies.

Economic majors registered in the School of Management will apply 9 of their elective cognate credits to one of the following areas (exceptions require the permission of the SOM Dean): Finance, Management, Marketing, Production and Operations Management. The remaining cognate credits may be applied to the social sciences or from the other business areas (but note that no more than 30 credits altogether can be taken in business subjects, exclusive of economic courses). Care must be taken to observe prerequisites.

MINOR: 18 credits - Eco 153, 154, 361, 362 plus two upper-level Eco. courses (SOM majors may not use Eco 351).
ECO. 153  Staff  Principles of Microeconomics  3 credits  (Formerly Eco. 152) This course centers on the salient characteristics of the modern free enterprise economy. Topics include the operations of the price system as it regulates production, distribution, and consumption, and as it is in turn modified and influenced by private groups and government. International economics is also covered.

ECO. 154  Staff  Principles of Macroeconomics  3 credits  (Formerly Eco. 151) This course analyzes the determinants of aggregate economic activity. The main areas studied are the monetary and banking system, the composition and fluctuations of national income, and inflation, all as influenced by monetary and fiscal policy.

ECO. 200  Dr. Ralph Grambo, Staff  Economic Security & Personal Finance  3 credits  A survey of the practical approaches to achieving economic security. Topics include risk management, essentials of budgeting, savings, and credit planning, planning for taxes, investments, retirement and estates. This course is not open to economics or business majors or minors.

ECO. 210  Staff  Essentials of Economic Theory  3 credits  Intended to provide a foundation in economics for MBA students and for non-business students taking minor or cognate credits in business, this is an intensive course that stresses economic theory and public policy implications. The topics include stabilization of the economy, the price system as it regulates production, distribution and consumption and as it in turn is modified and influenced by private groups and government. Not open to students needing 6 credits in introductory economics.

ECO. 300  Dr. Scabill, Staff  The Economics of Environmental Issues  3 credits  This course provides students with a framework for viewing environmental issues as economic issues. The operation of a system of markets and prices and the sources of “market failure” are explained. Alternative methods for addressing environmental problems are examined, including “command and control” regulatory policies and “market-based” policies. The evolution of public policies toward the environment is discussed. This course is not open to economics majors or minors, business majors or minors.

ECO. 351  Dr. Trussler/Staff  Environment of International Business  3 credits  (Prerequisites: Eco. 153 & 154; junior standing) This course introduces the student to the growing field of international business, touching on the economic, social and political environments of international trade and multinational corporations. International institutions and agencies that impact on international business are discussed and practical aspects of these topics are emphasized.

ECO. 361  Dr. Ghosh/Staff  Intermediate Microeconomics  3 credits  (Prerequisite: Eco. 153) This course centers on the analysis of production and cost theories. The topics studied are pure competition, monopoly, oligopoly, monopolistic competition, factor pricing, resource allocation, and income distribution. Economics majors take in Sophomore year; Finance in Junior year.

ECO. 362  Dr. Ghosh/Staff  Intermediate Macroeconomics  3 credits  (Prerequisite: Eco. 154) Course centers on the study of national income accounting, price level fluctuations, problems of full employment and impact of monetary and fiscal policy on income level and distribution. Economics majors take in Sophomore year; Finance in Junior year.

ECO. 363  Dr. Nguyen  Applied Econometrics  3 credits  (Prerequisite: ECO. 361, ECO 362, Stat. 253) This course deals with the modeling and estimation of relationships as applied to economics. The topics covered include single equation structural modeling and time-series modeling; estimation methods and problems; testing of economics hypotheses; and forecasting. The emphasis of the course is on applications involving the use of actual data.

ECO. 364  Dr. Corcione  Labor Economics & Labor Regulations  3 credits  (Prerequisites: Eco. 153-154) Analysis of labor supply & demand; measurement theory of unemployment, occupational choice, wage differentials; labor market issues & policies; labor legislation.

ECO. 365  Dr. Ghosh  Mathematical Economics  3 credits  (Prerequisites: Eco. 361, Eco. 362, Stat. 253, MATH 107, MATH 108) This course studies the methodology of modern economic analysis. Emphasis is placed on developing the rigorous theoretical foundations of micro and macro economics using tools of elementary calculus. Topics such as comparative static analysis, general equilibrium analysis, welfare economics, intertemporal decision making, decision making under uncertainty, theory of growth and rational expectation hypothesis are covered.

ECO. 366  Dr. Trussler  Economic Geography  3 credits  (Prerequisite: Eco. 153-154) The course will examine the broad areas of the spatial organization of economic systems and the location of economic activity. The discussion will encompass spatial decision-making for manufacturing industries, the service sector, and agricultural enterprises. The role of transportation in determining optimal locations and optimal flow of goods, information, and people will be emphasized. The spatial organization of the growth & development of cities & regions will also be discussed, as will the related topic of the development of nations within the global economy.
ECO. 410  Dr. Scahill
Economics for Education Majors  3 credits
Provides an introduction to fundamental economic concepts as well as a review of techniques and materials (print, audio-visual, etc.) that can be used to teach economics at the K-12 grade levels. Emphasis is placed on strategies designed to integrate economics into such courses as language arts, mathematics and social studies. The course is intended for education majors and may not be used as a substitute for other economics courses.

ECO. 460  Drs. Corcione, Nguyen
Monetary & Financial Economics  3 credits
(Prerequisite: ECO 362) This course emphasizes the interrelations between financial markets, financial institutions, and aggregate economic activity. Topics include: an overview of financial institutions, introduction to money and capital markets, fundamentals of interest rates, the money supply process, the conduct of monetary policy, and other subjects that occupy the subject matter of money and financial markets.

ECO. 461  Dr. Scahill
Managerial Economics  3 credits
(Prerequisite: Eco. 361) Teaches the use of economic tools for managerial decision making. Topics include discussion of applicable economic, statistical and computer skills. Emphasis is on the microeconomic theory of the firm, how this is applied.

ECO. 462  Drs. Trussler, Ghosh
Urban & Regional Economics  3 credits
(Prerequisite: Eco. 361, 362) Tools, measurements and theories utilized in studying the economy of urban areas and regions. Issues such as growth, decline, housing, poverty and environmental concerns examined in a public policy context.

ECO. 463  Dr. Bose
Public Finance and Taxation  3 credits
(Prerequisite: Eco. 362) Government expenditures, budgets, intergovernmental fiscal relations, public debt, fiscal policy, and the principles of taxation.

ECO. 465  Drs. Ghosh, Staff
Development Economics  3 credits
(Prerequisite: Eco. 361-362) Principal determinants of economic development and economic growth in less-developed countries.

ECO./IB 475  Dr. Bose
International Economics & Finance  3 credits
(Prerequisite: Eco. 351) Advanced foreign trade theories & practices, balance of payments analysis, regional integration, exchange rates determination, foreign exchange markets, capital movements, and current international economic problems.
The practitioner in FINANCE must be familiar with the tools and techniques available, and, given the resources and constraints of the organizations and the general economic environment in which the organization operates, be adept at efficiently managing the fiscal resources of the organization, including the raising of funds and their short-term and long-term investment. Career opportunities in Finance include:

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<th>Corporate</th>
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<td>Trust Officer</td>
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**FINANCE**

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* See note on Math Options, page 148.

# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

**TOTAL:** 133-135 credits
FIN. 351  Introduction to Finance  3 credits
(Prerequisites: Junior standing, Acc. 252 or 253, Eco. 153) This course introduces the business stu-
dent to the field of Finance. It serves as the foun-
dation course for financial principles used in both
financial management and investment courses.
Topics include time value of money, risk analysis,
basic operation of the capital markets, current asset
and liability analysis, and introduction to the topics
capital budgeting and cost of capital calculation.

FIN. 361  Dr. R.W. Grambo, Staff
Working Capital Management  3 credits
(Prerequisite: Fin. 351) This course is designed to pro-
vide advanced study in the financial management area
through detailed analysis of financial statements, liq-
uidity crises, cash optimization, credit analysis, bank-
ing arrangements, loan contracts, commercial paper,
and the use of money market.

FIN. 362  Dr. Rajan, Staff
Investments  3 credits
(Prerequisite: Fin. 351) An introduction to the the-
ory and process of managing investments. Topics
include practical operation of the equity markets,
debt options, and futures markets. Stock valuation
models using fundamental technical and random walk
approaches.

FIN. 470  Dr. Kallianiotis, Staff
Capital Investment and Structure  3 credits
(Prerequisite: Fin. 351) Advanced study in the “permanent” financial aspects of the firm includ-
ing capital budgeting models, optimal replacement
processes, abandonment, leasing, cost of capital,
capital structure, mergers and acquisitions, and
bankruptcy.

FIN. 471  Dr. Hussain, Staff
Speculative Markets  3 credits
(Prerequisite: Fin. 362) Advanced work in specu-
lation, hedging and arbitrage. Use of speculative
markets for profit and risk adjustment. Options and
futures pricing models, financial and index futures,
and options, precious metals, and foreign exchange.

FIN. 472  Dr. Hussain, Staff
Portfolio Management  3 credits
(Prerequisite: Fin. 362) Advanced study of profes-
ssional management of various portfolios including
those of banks, insurance companies, pension funds,
and non-profit institutions. Markowitz and Sharpe
models, data availability, and computerized data
services are covered.

FIN. 473  Dr. Corcione, Staff
Financial Institutions  3 credits
(Prerequisite: ECO 362) The study of financial
markets and financial institutions, including depos-
itory and nondepository institutions. Topics
include regulation, operation, and management of
financial institutions, financial instruments, inter-
est rate principles, risk management strategies,
loan analysis, and asset/liability management.
Insurance and pension principles, and investment
banking are covered.

FIN. /IB 475  Dr. Kallianiotis
International Finance Management  3 credits
(Prerequisites: Eco. 351, Fin. 351) The course deals
with the Environment of International Financial
Management, the Foreign Exchange Risk
Management, the Multinational Working Capital
Management, the International Financial Markets
and Instruments, the Foreign Investment Analysis, and the
Management of Ongoing Operations. It also exposes
students to a wide range of issues, concepts, and tech-
niques pertaining to International Finance.
INTERNATIONAL BUSINESS

The major in International Business is designed for those students who seek an understanding of the complex world within which multinational corporations, national and international agencies, and individuals interact. As we approach the twenty-first century all business activities are becoming more and more international in nature; it is imperative that those who wish to succeed in this international setting have a clear understanding not only of the theory and practice of the core business disciplines, but also of their interaction with the geographic, cultural, and political environments within which multinational corporations operate, and international trade and investment occur. This major is designed to prepare students who wish to work in the international arena–either overseas or in the U.S.

INTERNATIONAL BUSINESS

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TOTAL: 133-135 credits

* See note on Math Options, page 148.
# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.
** Four of the following courses: Acc 475, Eco/IB 475, Fin/IB 475, Mkt/IB 475, Mkt/IB 475; and two of the following courses: IB 490, Eco 366, Eco 465, and any of the five functional international business courses not already taken. (Acc 475 and Eco 465 require additional prerequisites beyond the business core.)
### Regional Studies electives are courses that focus on specific areas or regions of the world (not U.S.), including culture courses taught in a foreign language.
MANAGEMENT

DR. BIBERMAN, Chairperson

Management involves getting things done through people. The management major provides students with a broad-based, generalist background that is designed to provide graduates with the skills and tools needed to successfully cope with the challenging roles and expectations that are sweeping through organizations. “Getting things done” involves analyzing, designing and continuously improving an organization’s structure and processes. “Through people” involves leading, motivating, and working effectively with other people in teams and other settings. Management courses use a variety of teaching techniques that involve a high degree of student/faculty interaction—including experiential exercises, student presentations, simulations and team activities—to develop self-reflective skill development, team and community development. Graduates of the major will practice skills in coping with the needs of organizations in the areas of social responsibility, globalization, and the understanding of a regulatory environment. Students are encouraged to work with their faculty and advisors in choosing from a variety of courses to design a program of study that will prepare them to enter a variety of positions in private industry, government, educational institutions, small businesses and not-for-profit organizations.

MANAGEMENT

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**SOPHOMORE**

| BUS CORE      | Acc. 253-254                | 3       |
|               | Financial-Managerial Accounting |         |
| BUS CORE      | Stat. 251-252               | 3       |
|               | Statistics for Bus. I-II    |         |
| BUS CORE      | Mgt. 251                    | 3       |
|               | Legal Environment of Bus.   |         |
| GE AREA I/IV  | Math/Humanities             | 3       |
|               | Math Option (or Humanities Elective) | |
| GE AREA III   | CMPS 104 & Lab              | 3       |
|               | Computing for Business & Lab|         |
| GE AREA IV    | Humanities                  | 3       |
|               | Elective                    |         |
| GFE AREA V    | Ph. 210/PhR 122            | 3       |
|               | Ethics-Theology II          |         |
| PHYS EDUC     | Ph. Ed.                     | 1       |
|               | Electives                   |         |
|               | **16/16**                   |         |

**JUNIOR**

| MAJOR         | Focus Electives             | 6       |
|               | Electives                   |         |
| BUS CORE      | Mgt. 351-352               | 3       |
|               | Princ. of Management I-II  |         |
| BUS CORE      | Mkt. 351-352               | 3       |
|               | Intro. to Mktg.-Intro. to Finance | |
| BUS CORE      | OIM 351-OIM 352            | 3       |
|               | Intro. to Mktg. to Oper. Mgt.|         |
| BUS CORE      | Eco. 351                   | 3       |
|               | Environment of Intl. Business |         |
| GE AREA I/IV  | *Nat. Sci./Humanities      | 6       |
|               | Electives                   |         |
|               | **18/15**                   |         |

**SENIOR**

| MAJOR         | Mgt. Elective               | 6       |
|               | Electives                   |         |
| BUS CORE      | OIM 471                    | 3       |
| BUS CORE      | Mgt. 455                   | 3       |
|               | Bus. Policy & Strategy      |         |
| GE AREA IV    | Humanities                  | 3       |
|               | Elective                    |         |
| GE AREA V     | T/RS - Ph. 211             | 3       |
|               | Elective - Bus. Ethics      |         |
| GE FREE       | Elective                    | 3       |
|               | **15**                      |         |

**TOTAL: 127 credits**

* See note on Math Options, page 148.
* Public Speaking (COMM 100) and Composition ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills requirements.
** In consultation with their advisor, management majors should choose two of the following four focus courses; MGT 351, 352, 460, 461, 462 focus more on people skills; MGT 460 and 461 focus more on organizational and administrative processes.

MINORS:

Management of Structures and Systems—This minor focuses on the skills a successful manager needs to plan, organize, maintain, and improve an organization’s structures and systems. The student will take MGT 351, 352, 460, 461, 462, & any upper management elective except MGT 455.

Management of People and Teams—This minor focuses on the skills a successful manager needs to meet the management challenges of people and teams in today’s workplace. The student will take MGT 351, 352, 361, 362, 471, & any upper level management elective except MGT 455.
MGT. 161     Staff
Intro to Business  3 credits
Nature, types, and principles of business. Factors to consider in starting or choosing a business organization. Overview of business functions—finance, marketing, production, accounting, and management—in an analytical framework. Attention to business environment: legal, governmental, social and ethical. Enrollment is restricted to Associate Business Degree students. Non-business students may take this course as a free elective with the permission of the Dean of Dexter Hanley College.

MGT. 251     Prof. Wormuth, Staff
Legal Environment of Business  3 credits
The nature, sources, formation, and applications of law. The judicial function, the court system, litigation and other methods of resolving disputes, legislation from judicial decisions, law by administrative agencies, regulation of business activity, antitrust law, consumer protection, environment and pollution control. Substantive view of tort, criminal and insurance law. Full review of property rights for both personal and real property. Attention to business organization, principal of agency, partnership and corporation.

MGT. 351     Staff
Principles of Management I  3 credits
(Prerequisite: Junior standing) Survey course examines key aspects of organizations and their management e.g., dynamic environments and their effects, organization design and structure, roles/functions of managers, managing technology and change. Global management, and alternative types of organizations. This course examines the expanding role of the manager from the traditional areas of planning, organizing, controlling and directing.

MGT. 352     Staff
Principles of Management II  3 credits
(Prerequisite: Mgt. 351) Survey course examines the individual in the work setting working with a variety of people inside and outside the organization. This course deals with such issues as motivation, leadership, communication diversity at the work place, and with individual effectiveness, interpersonal relations and group skills.

MGT. 361     Dr. Biberman, Staff
Personnel Management  3 credits
(Prerequisite: Mgt. 351) This course will describe and explain the preparation of job descriptions, demographics of labor resources, recruitment policies, interviewing techniques, hiring contracts, aptitude testing and performance evaluation, labor turnover and labor mobility, employee morale, complaints and grievances, disciplinary procedures, employee health and safety, wage and hour administration, and government regulations relating to labor. The handling of absenteeism, alcoholism, and drug addiction, and other functional duties of a personnel department will also be covered.

MGT. 362     Dr. Goll, Staff
Employee-Management Relations  3 credits
(Prerequisite: Mgt. 351) This course will focus on employee-management practices in contemporary society. It examines the employee participation in unions and their spill-over effect on nonunion settings. Course topics include unions, the collective bargaining process, wages and benefits, seniority, grievance procedures, and arbitration. Discrimination in employment and equal employment opportunity will be discussed, as well as future issues in union and nonunion settings and international employee-management relations.

MGT. 455     Drs. Brumagim, Goll, Tischler
Business Policy and Strategy  3 credits
(Prerequisites: Seniors only, Fin. 351, OIM 352, Mgt. 352, Mkt. 351) This is the capstone course for all business majors. Concepts and skills developed in the prerequisite courses are integrated and apply to the overall management of an organization. Topics will include setting objectives, designing strategic plans, allocating resources, organizational structuring and controlling performance.

MGT. 460     Dr. Goll, Prof. Hewitt, Staff
Organization Theory  3 credits
(Prerequisites: Mgt. 351) Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors and sociotechnical systems.

MGT. 461     Dr. Tischler
Management of Administrative Processes and Change  3 credits
(Prerequisite: Mgt. 351) This course examines the process of administration from an open systems framework. The effects of change, (particularly technological and environmental change) on administrative systems life-cycles are discussed. This course also investigates the effect of total quality management on administrative systems. Particular attention will be given to the managing processes across administrative subsystems. Topics will include: open systems theory, administrative systems design, total quality management, administrative transactions analysis and management, administrative control of change processes.

MGT. 462     Dr. Brumagim, Staff
Project Management in Organizations  3 credits
(Prerequisites: Mgt. 351) This course will examine advanced project management concepts from all phases of the project lifecycle (from requirements specification through post-project assessment). Special emphasis will be placed on understanding projects within the context of complex organizational settings by utilizing an open systems perspective. Linkages with more permanent administration structures within the organization will be reviewed. Finally, the effect of current management trends (such as total quality management) on project management will be discussed.
MGT. 471  Drs. Biberman, McKeage
Group Dynamics  3 credits
(Prerequisite: Mgt. 351 or permission of instructor) Survey and analysis of constructs, research and applications of small group phenomena in an organizational context. Examines the various theories, research measurements and observational methods used in studying groups. Students will be able to explore their own behavior in groups by participating in various groups and, or by observing others in group experiences. The course will prepare students to be effective in groups.

MGT. 472  Prof. Hewitt, Staff
Women and Men in Management  3 credits
(Prerequisite: Mgt. 351) This course explores the opportunities for women in management as well as the special skills and insights needed by women in order to take full advantage of such opportunities. This course will focus on the effects of having men and women acting as colleagues in the workplace and discuss the problems which may ensue. The course will prepare both men and women for the gender issues which can affect managerial performance. Topics to be covered include sexual harassment, the dual career family and male/female socialization.

MGT. 473  Fr. McGowan, Staff
Organizational Social Responsibility  3 credits
(Prerequisite: Mgt. 351 or permission of the instructor) This course is designed to introduce students to basic concepts which underlie the social responsibility aspect of the management process. The role of pluralism is examined in the societal system to provide an understanding of the evolving relationship between organizations and society as a whole. The essential nature of the managerial approach is explored in the light of the increasing importance of societal impact on the organization.

MGT./IB 475  Dr. Chowdhury, Staff
International Management  3 credits
(Prerequisites: Eco. 351, Mgt. 351) Designed as an advanced level undergraduate course on international business. Focuses on functional strategies of multi-national corporations (MNCs), structure & control systems of MNCs, and comparative management. The specific MNC strategies to be covered include entry, sourcing, marketing, financial, human resource, and public affairs. The study of structure and control systems delves into issues such as corporate structure, headquarters-subsidiary relationships. Study of comparative management systems focuses on nature of management systems & practices in different cultures. Projected as a mainly case oriented course.
MARKETING

DR. BIBERMAN, Chairperson

Marketing is “people-oriented,” focusing on the interaction between the firm and its market (buyers). The marketer explores major needs to develop new products and to position them so that buyers see their relevance. Marketing majors are introduced not only to the visible marketing tools: products, salespeople, and the various selling and promotional techniques; but also to less visible marketing functions: marketing research and the firm’s interactions with wholesalers and retailers. The student will develop both the quantitative and qualitative skills needed to succeed in a real business environment.

### MARKETING

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<td>OIM 471</td>
<td>3</td>
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<td>BUS CORE</td>
<td>Mgt. 455</td>
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<td>GE AREA IV</td>
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<tr>
<td>GE AREA V</td>
<td>T/RS-Phil. 211</td>
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<tr>
<td>GE FREE</td>
<td>Elective</td>
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</tr>
</tbody>
</table>

* See note on Math Options, page 148.

# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

**TOTAL: 127 credits**
MKT. 351  Staff  Introduction to Marketing  3 credits  
(Prerequisites: Junior standing, Eco. 153, 154)  
This course introduces the student to the field of marketing. An overview of the principles on which the discipline is founded is provided to students. In addition, the role that various institutions such as manufacturing firms, wholesalers and retailers, and other facilitating middlemen play in the marketplace is examined. The marketing concept is presented as the framework under which the decisions related to marketing mix variables (product, place, price and promotion) are made by organizations.

MKT. 361  Staff  Marketing Research  3 credits  
(Prerequisite: Mkt. 351)  
Study of the role of marketing information as the basis for decision making. Topics include research design, methods of gathering data, questionnaire structure, interviewing methods, and preparing the final report. Examples of various types of research problems and quantitative techniques used by marketing management are presented.

MKT. 362  Staff  Consumer Behavior  3 credits  
(Prerequisite: Mkt. 351)  
Study of theories of consumer behavior. The buyer is analyzed at the individual level in terms of motivation, attitudes, etc. and at the social level in terms of influence on buying behavior from the socio-economic environment.

MKT. 470  Staff  Marketing Communications  3 credits  
(Prerequisite: Mkt. 351)  
Personal and mass communication approaches generated by manufacturers and intermediates or institutions toward target markets. The design of advertising campaigns to shift consumer attitudes, to secure resellers’ support and to inform, persuade and move them to action. Development of copy selection of media and measurement of promotion effectiveness including evaluation of sales force.

MKT. 471  Dr. Sumrall  Sales Force Management  3 credits  
(Prerequisites: Mgt. 352, Mkt. 351)  
This course is intended to develop the concepts and techniques needed to identify and analyze the various decision areas faced by a sales force manager. Topics to be covered include recruiting, selecting, and training the sales force; forecasting, budgeting and sales quotas; assigning, motivating and compensating the sales force.

MKT. 472  Dr. Sumrall  Retailing Management  3 credits  
(Prerequisites: Mgt. 352, Fin. 351, Mkt. 351, OIM 351)  
This course is intended to focus on the decision areas facing retail managers. Topics to be covered will include retailing, structure, merchandising, locations, store layout, promotion, pricing and personnel.

MKT./IB 475  Dr. Chattopadhyay  International Marketing  3 credits  
(Prerequisites: Mkt. 351, Eco. 351)  
Analysis of the marketing strategies of multinational corporations with emphasis on the internal environment of country markets. Discussions will include comparisons of different regional markets along socio-economic, political and cultural dimensions. Different types of international market barricades and the corresponding market entry strategies will be analyzed. Additional readings from international publications will be required.

MKT. 476  Dr. Balakrishnan  Marketing Strategy  3 credits  
(Prerequisite: Mkt. 351)  
The theme of this course is building effective marketing strategies through integrated decision making. Emphasis is on different decision models within functional areas such as demand analysis, consumer research, product and promotion management, etc. Case discussions and advanced readings will be required.
OPERATIONS AND INFORMATION MANAGEMENT

DR. KAKUMANU, Chairperson

Operations and Information Management is primarily concerned with the effective management of production and operations systems in manufacturing and service organizations. Career opportunities include:

<table>
<thead>
<tr>
<th>Manufacturing</th>
<th>Services</th>
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<tbody>
<tr>
<td>V.P. Manufacturing</td>
<td>Plant Manager</td>
</tr>
<tr>
<td>Production Manager</td>
<td>Quality Control Manager</td>
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<tr>
<td>Materials Manager</td>
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<tr>
<td>Inventory Analyst</td>
<td>Purchasing Manager</td>
</tr>
<tr>
<td>Warehouse Manager</td>
<td>Shipping Specialist</td>
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OPERATIONS MANAGEMENT

Dept. and No. | Descriptive Title of Course | Credits | FALL | SPRING |
<table>
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<tr>
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<tr>
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<tr>
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<td>Math Option</td>
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<td>Eco. 153-154</td>
<td>Prin. of Micro.-Macro. Eco.</td>
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<tr>
<td>GE AREA III</td>
<td>Communications</td>
<td>Electives</td>
<td>3</td>
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<tr>
<td>GE AREA IV</td>
<td>Humanities</td>
<td>Electives</td>
<td>3</td>
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<tr>
<td>GFE AREA V</td>
<td>Phl. 120/121</td>
<td>Intro. to Phil.-Theology</td>
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<tr>
<td>SOPHOMORE</td>
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<tr>
<td>BUS CORE</td>
<td>Acc. 253-254</td>
<td>Financial-Managerial Accounting</td>
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<td>BUS CORE</td>
<td>Stat. 251-252</td>
<td>Statistics for Bus. I-II</td>
<td>3</td>
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<td>BUS CORE</td>
<td>Mgt. 251</td>
<td>Legal Environment of Bus.</td>
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<td>*Math/Humanities</td>
<td>Math Option (or Humanities Elective)</td>
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<td>GE AREA III</td>
<td>CMPS 104 &amp; Lab</td>
<td>Computing for Business &amp; Lab</td>
<td>3</td>
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<td>Electives</td>
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<td>Phl. 210/211</td>
<td>Ethics-Theology</td>
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<td>BUS CORE</td>
<td>Mgt. 351-352</td>
<td>Prin. of Management I-II</td>
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<td>BUS CORE</td>
<td>Eco. 351</td>
<td>Environment of Intl. Bus.</td>
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<td>MAJOR</td>
<td>OIM 470</td>
<td>Production Planning and Control</td>
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<td>MAJOR</td>
<td>OIM Electives</td>
<td>OIM Electives</td>
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<tr>
<td>BUS CORE</td>
<td>OIM 473</td>
<td>Business Applications of Comm. Networks</td>
<td>3</td>
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<td>GE AREA IV</td>
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<td>Elective</td>
<td>3</td>
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<tr>
<td>GE AREA V</td>
<td>TRS-Phl. 211</td>
<td>Elective - Business Ethics</td>
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<td>TOTAL:</td>
<td></td>
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<td>127 credits</td>
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</tbody>
</table>

* See note on Math Options, page 148.

# Public Speaking (COMM 100) and Composition (ENGL 107) are required except for students who receive AP credits or are certified by exam as satisfying the Communication Skills Requirement.

MINOR IN OPERATIONS MANAGEMENT. The minor in Operations Management (18 credits) must include Stat. 252, OIM 351, OIM 352, OIM 471 and any two of the following: OIM 361, OIM 363, OIM 364, OIM 365, OIM 470, OIM 473, OIM 476, or OIM 490.
STAT 251  Drs. Gnanendran, Gougeon, Statistics for Business I  Sebastianelli, Staff 3 credits  (Formerly QMS 251; Prerequisite: Math 107 or 114) Detailed coverage of descriptive statistics. An introduction to the elements of probability theory (including Bayes’ theorem) and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications using MINITAB.

STAT 252  Drs. Gnanendran, Gougeon, Statistics for Business II  Sebastianelli, Staff 3 credits  (Formerly QMS 252; Prerequisite: Stat. 251; corequisite: CMPS 104) A survey of inferential statistical methods covering sampling distributions, interval estimation, hypothesis testing, goodness-of-fit tests, analysis of variance, regression and correlation analyses, and non-parametric statistics using MINITAB.

STAT 253  Drs. Gougeon, Kakumanu, Staff Statistics for Economics 3 credits  (Formerly QMS 253; Prerequisite: Math 107 or 114) Coverage of statistical tools to analyze economic data. Topics include measures of central tendency, dispersion, probability distributions, index numbers, time series analysis, regression and correlation, and analysis of variance using MINITAB.

OIM 351  Drs. Chien, Cunningham, Introduction to Gnanendran, Tamimi, Staff Management Science 3 credits  ( Formerly QMS 351; Prerequisite: Junior standing, CMPS 104, Stat. 251) A survey of the quantitative techniques which are used by modern managers. Topic coverage focuses on model building, linear programming methods, queuing models, project management and simulation. Emphasis is placed on the use and limits of these quantitative methods. Model analysis will be done using LINDO.

OIM 352  Drs. Chien, Cunningham, Introduction to Gnanendran, Tamimi, Staff Operations Management 3 credits  ( Formerly POM 352; Prerequisites: OIM 351, Stat. 252) A functional view of how to manage the activities involved in the process of converting or transforming resources into products or services. Topics include an overview of strategic decisions, forecasting, product design, process planning, facility layout, basic inventory methods, capacity planning, aggregate planning and scheduling.

OIM 361  Drs. Cunningham, Tamimi, Staff Productivity Management 3 credits  ( Formerly POM 361; Prerequisite: Stat. 252, Junior standing) A study of productivity and material flows. Topics include: productivity measurement, just-in-time techniques, synchronizing product flow, quality control issues, layout, job design, maintenance and purchasing issues.

OIM 363  Drs. Sebastianelli, Tamimi, Staff Total Quality Management 3 credits  ( Formerly POM 363; Prerequisite: Stat. 252) The philosophy of Total Quality Management (TQM) and issues concerning its implementation are studied, covering the approaches of well-known leaders in the field, e.g. Deming. Topics include employee empowerment, quality-improvement tools, cross-functional teams, leadership for quality, statistical process control, process capability, Taguchi methods, ISO 9000 standards, and the role of inspection in TQM.

OIM 364  Drs. Cunningham, Prattipati, Service Operations Management 3 credits  ( Formerly POM 364; Prerequisite Stat.252) Principles of operations management applied to service organizations. Topics include: Service system design; location and layout of services; planning, scheduling and control of services; service measurement and quality assurance; management information systems in services; and not-for-profit businesses.

OIM 365  Dr. Cunningham, Staff Logistics Management 3 credits  ( Formerly POM 365; Prerequisite: OIM 352) The design, operation and control of logistics systems for production and service firms. Topics include activities associated with the physical supply and physical distribution efforts of the firm such as facility location, logistics customer service, order processing systems, mode and carrier selection, warehousing, and logistics requirements planning.

OIM 470  Drs. Chien, Gnanendran, Staff Production Planning and Control 3 credits  ( Formerly POM 470; Prerequisite: OIM 352) Production planning and inventory management within the organization. Topics include forecasting, aggregate planning, capacity planning, master production scheduling, material requirements planning, production activity control, purchasing, inventory models, just-in-time and problems of practical applications.

OIM 471  Drs. Kakumanu, Prattipati, Business Information Management 3 credits  ( Formerly POM 471; Prerequisites: CMPS 104, Mgt. 351) Computers and how they can be applied to the operations and management of business firms. Topics include data processing concepts, overviews of computer hardware and software, modern data and information processing systems, applications of computers in business, acquiring and managing of computer and information resources. Software packages will be used to gain hands-on experience.

OIM 473  Drs. Kakumanu, Prattipati, Staff Business Applications of Communication Networks 3 credits  ( Formerly POM 473; Prerequisite: OIM 471) Use of computer and telecommunication networks to achieve organizational goals. Topics include data communications; planning and design of communication networks; data integrity, independence, and security; client-server computing; global communication; the INTERNET; applications of telecommunication networks and current issues and future trends.

OIM 476  Drs. Tamimi, Prattipati, Staff Technology Management 3 credits  ( Formerly POM 476; Prerequisite OIM 352) The course covers contemporary topics in technology including: role of technology in organizations; choice of process technology; policy and strategy; technology positioning; automation and service sectors; information technologies in manufacturing; moving beyond Taylorism and other issues in technology management for the 90’s.
The College of Health, Education, and Human Resources was established in 1987 in response to the unique needs of students preparing to enter directly into a variety of professional fields. The College has been designed to incorporate theory into practice, and it is this belief that structures our pedagogy and our curriculum. Our programs of study require students to look not only at their chosen field of study, but also to the world around them. This is accomplished in a variety of ways; through Internships, Service-Learning experiences and appropriate professional certifications.
COUNSELING AND HUMAN SERVICES

DR. HALL, Chairperson
DR. TOLOCZKO, Director of Human Services

The Human Services curriculum is designed to develop in students the values, knowledge and skills necessary to work with people in a variety of settings and situations. The sequence of courses focuses on understanding normal and abnormal human adjustment across the lifespan and on developing skill in interventions designed to maximize human adjustment and development. Core requirements in the major emphasize values, knowledge, and skills common to all fields of human services, while electives allow students to develop competence in assisting specific populations. A three-credit, 138 hour, internship experience is required of all majors, with a second, three-credit internship available as an elective.

In order to graduate, Human Service majors must maintain a 2.5 GPA in major courses and full-time students must complete a minimum of ten hours of community service during each Fall and Spring semester registered as a Human Services major. Hanley students must accumulate a minimum of eighty hours by graduation.

The curriculum is geared toward students who have high social science interests as well as general scientific interest and aptitude in the social and behavioral sciences. The curriculum prepares students for entry-level positions in a variety of human services positions in private or public settings, or for graduate study in counseling, social work, or related social or behavioral science professions.

HUMAN SERVICES

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>FRESHMAN</td>
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<td>FALL</td>
</tr>
<tr>
<td>MAJOR HS 111</td>
<td>Introduction to Human Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR HS 112</td>
<td>Human Services Systems</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE Psych. 110*</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
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<tr>
<td>GE AREA III Communications **</td>
<td>Electives</td>
<td>3</td>
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<tr>
<td>GE AREA III CMPS 104</td>
<td>Computing for Business and Social Science</td>
<td>3</td>
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<td>GE AREA IV Humanities</td>
<td>Electives</td>
<td>3</td>
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<tr>
<td>GE AREA V Phl. 120- T/RS 121</td>
<td>Introduction to Philosophy-Theology I</td>
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<tr>
<td>PHYS EDUC Ph. Ed.</td>
<td>Physical Education</td>
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<td>SPRING</td>
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<td>MAJOR HS 241</td>
<td>Case Management and Interviewing</td>
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<td>MAJOR HS 242</td>
<td>Counseling Theories</td>
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<tr>
<td>MAJOR HS 293</td>
<td>Research Methods in Human Services</td>
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<tr>
<td>COGNATE Psych. 221-222</td>
<td>Childhood and Adolescence-Adulthood and Aging</td>
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<td>GE AREA I Nat. Sci./Quant.</td>
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<td>GE AREA V T/RS 122- Phl. 210</td>
<td>Theology II-Ethics</td>
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<td>MAJOR HS 333</td>
<td>Multiculturalism in Human Services</td>
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<tr>
<td>MAJOR HS 340</td>
<td>Career Seminar</td>
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<td>MAJOR HS 341</td>
<td>Group Dynamics</td>
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<td>MAJOR HS 380</td>
<td>Internship in Human Services</td>
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<td>MAJOR HS 441</td>
<td>Crisis Intervention</td>
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<td>Human Services Electives</td>
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<td>Electives</td>
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<td>GE FREE Electives</td>
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<td>3 6</td>
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<td>TOTAL: 131 credits</td>
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<td>16 15</td>
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* To avoid duplication of course content, Human Services majors should not take Psych. 225 - Abnormal Psychology, Psych. 224 - Personality, Psych. 330 - Research Methods, or Psych. 360 - Clinical Psychology. Students who wish to declare a double major or a minor in Psychology should consult their advisor.

** Students will take COMM 100 and ENGL 107 unless exempted by the University. Students exempt from either COMM 100 or ENGL 107 will be expected to take ENGL 111. Students exempt from both COMM 100 and ENGL 107 will be expected to take ENGL 111 and an AREA III elective.

MINOR. A minor in Human Services requires HS 111, 112, 241, 242, 341, and one HS elective course. 168
SERV 192, 292, 392, 492  Staff  Service Learning  0 credits
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student’s transcript. Serv 292 requires prior completion of Serv 192, 292 for 392 and 392 for 492.

HS 001  Staff  Residence Life: Theory and Practice  0 credits
Introduction to the Resident Assistant position on the University of Scranton residence life staff. Communication skills, conflict resolution, crisis intervention and referral, development of community in a residence facility, and the personal development of RAs as staff members will be stressed. ENROLLMENT LIMITED TO RESIDENT ASSISTANTS. NOT FOR ACADEMIC CREDIT.

HS 111  Staff  Introduction to Human Adjustment  3 credits
Introduction to human adjustment throughout the lifespan. Focusses on discrimination of normal and abnormal behavioral and emotional responses to developmental life stages and to common developmental concerns.

HS 112  Staff  Human Services Systems  3 credits
Examines the human service systems and institutions which have evolved as a response to human need. Explores both the effect of social problems on individuals and families and the service systems designed to alleviate such problems.

HS 241  Staff  Case Management and Interviewing  3 credits
The role of the human service professional as a case manager or coordinator of services is examined. Initial interviewing skills and techniques are discussed with an emphasis on case conceptualization, problem identification, goal selection, evaluation, and follow-up.

HS 242  Staff  Counseling Theories  3 credits
The role of the human services professional as an individual counselor or caseworker is examined. Theories and techniques as well as problems in individual counseling are explored.

HS 284  Staff  Special Topics  3 credits
Courses developed to provide in-depth coverage of specific topics in human services. Course title will be provided in advance of registration. May be used only twice to satisfy major or minor elective requirement.

HS 293  Staff  Research Methods in Human Services  3 credits
An introduction to research methodology as applied to problems in human services agencies and settings. Specific topics include descriptive, experimental, and quasi-experimental research methods. Emphasis is placed on development of the student's ability to be a critical consumer of research in human services.

HS 321  Staff  Physical Disabilities  3 credits
Selected physical conditions and/or disabling conditions are examined with particular emphasis on body systems involved, treatment possibilities, residual function limitations, and psychological impact of each condition.

HS 322  Staff  Mental Retardation  3 credits
Etiology, diagnosis, assessment, treatment, and prevention of mental retardation and developmental disabilities are examined. Emphasis will be placed on innovative and community-based treatment approaches.

HS 323  Staff  Psychiatric Rehabilitation  3 credits
An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental health programs, and innovative non-medical treatment approaches. Critical issues in mental health will be discussed.

HS 331  Staff  Health and Behavior  3 credits
Focuses on stress which affects thoughts, emotions, and the body. Stress diseases of adaption include cancer, Type A Behavior, GI tract disorders along with stress-related thought disorders and emotional disturbances. Students learn to apply relaxation, cognitive restructuring, and record-keeping in the treatment of their own as well as others' health.

HS 332  Staff  Career Development  3 credits
Explores theories of career choice and adjustment. Emphasis will be placed upon methods and resources for facilitating career development throughout the lifespan. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for placement of special needs populations.

HS 333  Staff  Multiculturalism in Human Services  3 credits
Focuses on current social and cultural issues in human services and related fields. Human development in a multicultural society will be examined and the basic objectives and dimensions of multicultural intervention will be defined. Student self-awareness of values, attitudes, and beliefs will be emphasized.

HS 334  Staff  Marital and Family Counseling  3 credits
Theories of family counseling will be presented with specific attention to the structural and strategic approaches. A variety of family counseling techniques and stages will be learned through the use of role play and videotaping. The utilization of family counseling will be discussed. (Also listed as HD 234.)
HS 335  Administration in Human Services  3 credits
Focuses on the development of skills and knowl-
edge related to program and organizational devel-
opment, and community-wide planning in human
services. Topics include organizational theory
applied to human service settings, consultation,
supervision, planning, funding, and training.

HS 336  Recreational Therapy  3 credits
Designed to develop an understanding of purpose,
organization, administration and delivery of recre-
tional therapy services for the handicapped.

HS 340  Career Seminar  1 credit
(Majors only; Prerequisite for HS 380) Designed
to introduce the student in the Human Services
curriculum to counseling, human development,
and human services occupations. Short- and long-
term goals are examined in preparation for
employment or further study.

HS 341  Group Dynamics  3 credits
A basic understanding of group dynamics and indi-
vidual behavior in groups is presented. Methods of
developing and organizing group programs are
stressed. Students participate in a group experience.

HS 380  Internship in Human Services  3 credits
(Prerequisite: HS 340) The internship is a signifi-
cant clinical and educational experience that ends
the third year of academic experience and involves
a supervised practical experience in a community
agency providing human services. It provides both
a practical experience in the student’s field and an
opportunity to integrate knowledge from a variety
of courses into a working professional philosophy.
Students will spend a minimum of 120 hours in the
field placement and a minimum of 18 hours in on-
campus staffing sessions. A semester project is
required. Offered only during the Spring semester;
prerequisite for HS 481. Graded Satisfactory (S) or
Unsatisfactory (U).

HS 421  Addictions  3 credits
Physical, social and psychological aspects of
addiction: biochemical, nutritional, psychodynam-
ic, and behavioral approaches to assessment, treat-
ment, and prevention of addiction. Emphasis is on
drug abuse and alcoholism.

HS 422  Substance Abuse Education  3 credits
Design, implementation, and evaluation of sub-
stance abuse education and prevention programs.

HS 423  Legal and Health Aspects
of Substance Abuse  3 credits
Legal and health consequences of substance abuse
are examined. Special attention is given to the role
of the substance abuse specialist in relationship to
health care and legal systems.

HS 441  Crisis Intervention  3 credits
Theory and practice of crisis intervention as
applied to common crisis situations such as sui-
cide, battering, violent behavior, post-traumatic
stress disorder, substance abuse, sexual assault,
and personal loss.

HS 481  Internship in Human Services  3 credits
(Prerequisite: HS 380) This second internship in
Human Services involves 150 hours in a community
agency or organization providing human services. It
allows the student to follow-up on the experiences
obtained during the first internship or to explore a dif-
f erent type of organization or experience within an
organization. There is no on-campus staffing require-
ment. A semester project may be required. This
internship may be taken during any regular academic
semester including Intercession and Summer and may
be completed outside of the immediate University
region. Approval by Program Director is required.
Graded Satisfactory (S) or Unsatisfactory (U).
EDUCATION
DR. WILEY, Chairperson
DR. JONES, Director of Secondary Education
DR. DiGIAIMO, Director of Elementary Education

The Department of Education endeavors to contribute to the improvement of education by preparing informed, inquiring, and skilled professionals who, as scholars and decision makers, are prepared for positions in the educational community. More specifically, the Department aims to provide persons with a breadth and depth of knowledge and understanding in their specialized area of professional practice and to provide training to ensure competence in the specific area of functioning. To this end, individual program competencies have been developed. Additionally the Department endeavors to offer opportunities for continued professional growth to practicing educators, to assist in the educational growth and development of the community served by the University, and to foster the advancement of knowledge through research in education.

The Department of Education offers degrees in Secondary, Early Childhood, and Elementary Education, both leading to certification. Secondary Education concentrations lead to certification in:

- Biology
- Chemistry
- Communication
- English
- French
- German
- General Science
- History
- Mathematics
- Physics
- Latin
- Social Studies
- Spanish

Elementary Education leads to state certification (Pennsylvania, K-6) and ECE (pre-K - 3).

The department’s programs are accredited by the Pennsylvania Department of Education. The University is also accredited by the National Council for Accreditation of Teacher Education. Accreditation, reciprocity and interstate agreements between Pennsylvania and selected states assure that courses taken will be considered for certification in most states. Competency tests are required for Pennsylvania Teacher Certification.

A student may enter the secondary education program either as a major in education or in his/her subject area. However, in both cases the student must be approved by the Department and follow the prescribed courses if he/she desires certification. All aspects of the state-approved program must be completed to ensure recommendation for certification.

Double majors, including both a subject area and education, may be arranged in the case of exceptional students. These must be approved by both departments involved and by the CHEHR dean. A specific program will be designed in each individual case. Double certification programs may also be arranged with the approval of the appropriate program directors.

Education majors are evaluated regularly at a meeting of the Education Department faculty to access each individual student’s continuing potential to become a teacher. This determination is based on academic and personal qualities consistent with the competencies stated in Teacher Education: The Requirements and Curriculum Guide, (available in the Education Department and in the Weinberg Memorial Library). The academic standard of the Education Department is a 2.5 cumulative GPA in Education classes, in teaching area classes, and overall. Additionally, a grade of “C” or better is required in all major and teaching area classes to elicit a recommendation for certification. Students whose professional development is unsatisfactory are subject to departmental probation and may be recommended to the Dean of the college for dismissal from the education program. In addition, Elementary Education majors are required to perform 10 hours of community service per academic year. Service hours are to be performed in the semester opposite a field experience.

Additionally, as a matter of University policy, all Education majors are required to submit a completed Act 34 clearance to the Education Department prior to being placed in any field experience that would put them in direct contact with children. This clearance is collected by the University on behalf of the school entity wherein the field experience will occur. The completed Act 34 form will be delivered to the school entity by the Education Department after the clearance form is obtained by the student. The University will not maintain a student's Act 34 clearance form or background check after delivery of the clearance form to the school entity wherein the field experience will occur.

SERV 192, 292, 392, 492  Staff  0 credits  Service Learning

This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked and noted on a student's transcript. Serv 292 requires prior completion of Serv 192, 292 for 392, and 392 for 492.
# PROGRAM: EARLY CHILDHOOD EDUCATION

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* PHYS ED. — 1 credit in Movement and Dance required.
** Semesters may be reversed at the discretion of the Program Director.
*** These courses must be scheduled in the same semester.

TOTAL: 132 credits
## ELEMENTARY EDUCATION

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* PHYS ED. — 1 credit in Movement and Dance required.
** Semesters may be reversed at the discretion of the Director of the Elementary Education Program.
*** These courses must be scheduled in the same semester. Educ. 440-444 comprise the student teaching semester.

**TOTAL:** 132 credits
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* Students who fail to demonstrate competence of at least the precalculus level are required to take Math. 103 prior to the Sophomore year.

** These courses must be scheduled in the same semester.

*** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
## PROGRAM: Secondary Education (Chemistry, 139 credits)

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* These courses must be scheduled in the same semester.
* * Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
# PROGRAM: Secondary Education (Communication, 134 credits)

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** SOPHOMORE **

| MAJOR        | EDUC 222 Educational Psychology | 3       |
| MAJOR        | EDUC 280 ** Field Experience II | 1       |
| COGNATE      | Elective British Literature | 3       |
| COGNATE      | Elective American Literature | 3       |
| COGNATE      | Electives Communication Processes | 3       |
| COGNATE      | Elective Communication Option | 3       |
| GE AREA I    | Elective Elective | 3       |
| GE AREA II   | Elective Elective | 3       |
| GE AREA III  | Wrg. 210 Advanced Composition | 3       |
| GE AREA IV   | Elective Elective | 3       |
| GE AREA V    | Phil 120 Intro. to Philosophy | 3       |
| PHYS EDUC    | Ph. Ed. Physical Education | 1       |

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** JUNIOR **

| MAJOR        | EDUC 313 General Methods and Planning | 3       |
| MAJOR        | EDUC 314 Specific Subject Methods | 3       |
| MAJOR        | EDUC 340 Reading Sec. School | 3       |
| MAJOR        | EDUC 380 ** Field Experience III | 1       |
| COGNATE      | Engl. 310 Strat. Tchg. Writing | 3       |
| COGNATE      | Engl. 460 Tchg. Modern Grammars | 3       |
| COGNATE      | Elective World Literature | 3       |
| COGNATE      | Electives Communication Option | 3       |
| COGNATE      | Elective American Literature | 3       |
| GE AREA II   | Elective Elective | 3       |
| COGNATE      | Elective Minority Literature | 3       |
| PHYS EDUC    | Ph. Ed. Physical Education | 1       |

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** SENIOR **

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| MAJOR        | EDM 477 * Student Teaching Instr.–Sec. Ed. | 3       |
| MAJOR        | EDUC 478 * Student Teaching Mgmt.–Sec. Ed. | 2       |
| MAJOR        | EDUC 479 * Student Teaching Prog. Dev.–Sec. Ed. | 3       |
| GE AREA V    | Phil. 210 Ethics | 3       |
| COGNATE      | Elective Communication Options | 3       |
| GE AREA I    | Elective Elective | 3       |
| GE AREA II   | Elective Psychology Elective | 3       |
| GE AREA V    | Elective Elective | 3       |
| GE AREA V    | ED/P 306 Phil. of Education | 3       |

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* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
# PROGRAM: Secondary Education (English, 134 credits)

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* These courses must be scheduled in the same semester.
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### PROGRAM: Secondary Education (General Science, 143 credits)

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* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
## PROGRAM: Secondary Education (Math, 139 credits)

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* An upper division math course may be substituted for Math. 103, based upon the performance on the math placement test.

** ** These courses must be scheduled in the same semester.

*** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
PROGRAM: Secondary Education (Modern Language, 134 credits)

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FRESHMAN FALL SPRING

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** Spanish, French or German should be selected as a specialization within Modern Language (MLANG).
** These courses must be scheduled in the same semester.
*** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
**** Students whose specialization within Modern Languages is Spanish are required to take Span 313, Span 314, Span 320, and Span 321. In Spanish, there is no Advanced Stylistics II.
### PROGRAM: Secondary Education (Physics, 143 credits)

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* These courses must be scheduled in the same semester.

** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
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</table>

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** Fall/Spring courses may be reversed at the discretion of the Director of Secondary Education.
EDUC. 110  Prof. Cannon
Values Development  3 credits
A course designed to acquaint the student with the theories relating to value development: what values are, and how they are formed. The affective process, value systems, activities for value development suitable for use by parents, teachers and others involved in human relations will be covered. Open to all majors.

EDUC. 113  Staff
Reading-Research  3 credits
A course designed to increase a student’s proficiency in reading and research. The following skill areas will be covered: comprehension, vocabulary, expression, critical analysis, library and study skills. Students will be required to develop minimal computer competencies. Lecture and laboratory approaches are utilized with the emphasis on individualized instruction. (GE Area III)

EDUC. 121  Staff
The Foundations of Education  3 credits
This course is designed to examine the characteristics of the public school system in the United States, the role of education in contemporary society, and current issues related to education.

EDUC. 140  Dr. Volkman
Early Childhood Education  3 credits
An introductory overview of the theory, research and practice of early childhood education. Content will be given to the educational process from the fetal stages on through the first three years of life as well as the early years of schooling.

EDUC. 180  Staff
Field Experience I  1 credit
(Pre- or Corequisite: EDUC 121) This course prepares for field experience requirements in EDUC 280 and 380. It focuses on the development of observation and reflective skills through case studies, vignettes and video situations.

EDUC. 222  Dr. Cannon
Educational Psychology  3 credits
This course examines the psychological basis of teaching strategies, classroom environment, learning, motivation, reinforcement, and evaluation.

EDUC. 241  Dr. Cantrell
Foundations of Reading Instruction  3 credits
A basic course in reading. It provides an introduction to reading instruction, reading programs, and the reading process as it relates to language acquisition and learning to read. The readiness, reading skills, techniques and methods which are essential for effective reading will be examined.

EDUC. 242  Dr. DiGiaimo
Mathematics Methods for Elementary Teaching  3 credits
The course provides the elementary education major with planning and instructional strategies appropriate for use in the mathematics area of elementary curriculum. An analysis of content will be made in light of the needs of the elementary student and society.

EDUC. 251  Staff
Development of the Early Learner  3 credits
This course will be focused on the development of the early learner, birth through age 8. Psychomotor, affective and cognitive development, as well as special needs children will be studied. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC. 252  Staff
Assessment in Early Childhood Education  3 credits
This course will be focused on those strategies, methods, and instruments for assessing the early learner’s development in the cognitive, psychomotor, and affective domains. Theory to practice linkages will be stressed. An observation component is part of the course expectation.

EDUC. 280  Staff
Field Experience II  1 credit
(Prerequisites: EDUC 121 and EDUC 180; Pre- or Corequisite: EDUC 222) The course is closely associated with Educ. 121, 222, and 180. Projects will be assigned to be carried out in basic education schools and other agencies through observation, tutoring, and oral/written reports.

ED/P 306  Staff
Philosophy of Education  3 credits
(Formerly ED/P 106) An examination of representative modern systemic philosophies of education with a critical analysis of the answers that each system of philosophy provides to the important questions concerning the nature of knowledge, value, man, and society.

EDUC. 310  Staff
Special Topics in Education  1-3 credits
A series of courses dealing with specific educational issues, theories, ideologies, skills, methods, or other designated topics for individual or group study. Course is offered on student need. (GE Area dependent on topic.)

EDUC. 312  Staff
The Secondary School Mathematics Curriculum  3 credits
(Formerly EDUC 313) This course examines the strategies and content of mathematics curricula in the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary school (Junior and Senior High School) mathematics.

EDUC. 313  Dr. Khazzaka
General Methods and Planning  3 credits
(Prerequisite: Education 222; Pre or co-requisite for EDUC 380) Methodology for setting direction in the classroom, creating a learning situation, developing the content, reinforcing and evaluating will be covered. Students will be involved with developing plans for teaching. (GE Area III)

EDUC. 314  Staff
Specific Subject Methods  3 credits
(Prerequisite: EDUC 313) Utilizing knowledge of planning and teaching, students will be guided in the analysis of specific content and techniques for teaching that content. They will demonstrate their ability to carry out plans in “micro” teaching experiences. (GE Area III)
EDUC 340  Dr. Cantrell  
Reading in the Secondary School  
This course is the study of the reading process with emphasis placed on understanding and skills needed by secondary school students in their subject fields.

EDUC 341  Prof. Cannon  
The Education of the Exceptional Child  
A general view of the field: historical background—both philosophical and legislative. A survey of physical, mental and emotional handicaps and of giftedness along with remedial and preventive practices with a look at the future.

EDUC 342  Dr. Wiley  
Educational Media and Technology  
A course in which students are expected to produce media appropriate for classroom use. The student is also expected to exhibit competency in the use of common education media equipment and the uses of computers. Students will also be introduced to modern and future forms of media technology appropriate for the classroom teacher.

EDUC 343  Dr. Fusaro  
Evaluation and Measurement  
This course is intended to acquaint prospective teachers with the various facets of test interpretation and test construction. Standardized achievement, diagnostic, and aptitude tests will be covered, along with teacher-made objective and essay tests. Emphasis will be placed on constructing valid and reliable tests by the teacher. The use and misuse of standardized tests and teacher-made tests will be discussed.

EDUC 344  Dr. Wiley  
Science Methods for Elementary Teaching  
This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the science area of the elementary curriculum. An analysis of content and methodologies will be made in light of the needs of the elementary school, the elementary student and society.

EDUC 345  Dr. Cantrell  
Language Arts Methods  
The course is designed to provide the elementary major with a knowledge of the process of a child’s language acquisition. Planning for the instructional strategies used in teaching oral/written composition, grammar, listening, speaking, spelling and handwriting skills are examined.

EDUC 346  Dr. Volkman  
Social Studies Methods  
The course is designed to provide the elementary major with a knowledge of the child’s needs in the social sciences and the humanities. Planning for the instructional strategies used in teaching history, geography, and economics are examined.

EDUC 347  Dr. Cantrell  
Instructional Strategies for Content Area Reading  
The course is designed to introduce students to procedures to teach functional reading skills in the elementary schools. Emphasis will be placed on the specialized vocabularies, concepts and study skills which are considered necessary, for the comprehension of reading materials pertinent to content area subjects. Various resources and devices will be examined.

EDUC 351  Staff  
Methods Across the ECE Curriculum  
This course is designed to explore methods for integrating a primary curriculum to include social studies content, literature and language arts, as well as the expressive arts. An integrated curriculum which invites children to become involved in a variety of creative activities and learning situations will be stressed.

EDUC 352  Staff  
ECE Methods in Math/Science/Health  
This course will provide the education student with an appropriate knowledge base from which to design instructional sequences which integrate science, health and mathematics concepts for young learners.

EDUC 380  Staff  
Field Experience III  
(Prerequisites: EDUC 280, EDUC 313) This course will be closely associated with the methods courses. An emphasis is placed on studying teaching techniques and with involvement in teacher activities in basic education schools. Secondary section offered in the fall; elementary section in the spring.

EDUC 440  Dr. DiGiaimo  
Elementary Classroom Management and Discipline  
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC 441  Staff  
Planning in Elementary Student Teaching  
Preparation of actual teaching plans during elementary student teaching.

EDUC 442  Staff  
Instruction in Elementary Student Teaching  
Involvement in implementing methods and techniques. Elementary school student teaching on a full-time basis under the supervision of classroom teachers and University supervisors.

EDUC 443  Staff  
Managing Elementary Classrooms in Student Teaching  
Involvement in the management of learning situations during elementary student teaching.
EDUC. 444  Staff  Professional Growth in  3 credits
Elementary Student Teaching
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems.

EDUC. 451  Staff  Early Childhood  5 credits
Education Student Teaching
This course consists of a high intensity practicum in the early childhood classroom at a pre-K level. Assignment by the Education Department to an ECE classroom requires completion of an application process. Attendance at weekly seminars is also required. This course must be preceded by or follow Elementary Student Teaching if state certification is being pursued. A grade of “C” or higher is required for endorsement of certification applications.

EDUC. 475  Dr. Jones  Secondary Classroom  3 credits
Management and Discipline
In-depth study of the rationale, theories, and techniques for creating a situation where learning can take place and for handling specific individual and group behavior problems in productive ways.

EDUC. 476  Staff  Student Teaching  2 credits
Preparation of actual teaching plans during secondary student teaching.

EDUC. 477  Staff  Instruction in Secondary  3 credits
Student Teaching
Involvement in implementing methods and techniques. Secondary student teaching on a full time basis under the supervision of classroom teachers and University supervisors.

EDUC. 478  Staff  Managing Classrooms in Secondary Student Teaching  2 credits
Involvement in the management of learning situations during secondary student teaching.

EDUC. 479  Staff  Professional Growth  3 credits
in Secondary Student Teaching
The demonstration of professional growth during student teaching as evidenced by professional behavior and skills, and a commitment to improvement, and ability to relate to others. This will include attendance and participation in a weekly seminar to analyze and discuss professional considerations and student teaching problems.

The Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence. Deviations from this policy must have the permission of the appropriate Program Director, the Department Chairperson, and the Dean. Student teaching requires application, which is due to the appropriate advisor and approved by the program director, prior to registration for the student teaching semester.
HEALTH ADMINISTRATION AND HUMAN RESOURCES

DR. GEORGE, Chairperson
DR. O’NEILL, Director of Health Administration

The Health Administration curriculum is designed to develop in students the values, knowledge, and skills necessary to enter the growing field of health administration. The sequence of courses includes a significant integration of the fields of health and business administration and includes a minor in business administration. The curriculum is interdisciplinary and provides the student with a broad base of knowledge for securing entry-level positions with public and private agencies in positions concerned with the administration of preventive and remedial health, welfare, and rehabilitative services. A three-credit, 138-hour internship is required with a second three-credit internship available as an elective. Students must provide their own transportation on internships. In order to graduate, Health Administration majors must have a 2.5 GPA in major courses and a full-time student must complete ten hours of community service during each semester registered as a Health Administration major. Students in Dexter Hanley College must accumulate a minimum of 80 hours by graduation. The curriculum also provides a solid foundation for future graduate level education in various administrative disciplines such as health resources administration, public health, health and hospital administration, health planning, public administration, and long-term care administration (see long-term care administration concentration).

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<th>Dept. and No.</th>
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<th>Credits</th>
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<td>COGNATE</td>
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<td>Intro. to Marketing</td>
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</tr>
<tr>
<td>GE AREA V</td>
<td>Phil. 211-212 #</td>
<td>Medical Ethics-Business Ethics#</td>
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<tr>
<td><strong>SENIOR</strong></td>
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<tr>
<td>MAJOR</td>
<td>HADM 441</td>
<td>Issues in Health Administration</td>
</tr>
<tr>
<td>MAJOR</td>
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<tr>
<td>TOTAL:</td>
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<td>131 credits</td>
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</table>

* Students will take COMM. 100 and ENGL. 107 unless exempted by the University.
# Recommended courses.

MINOR. A minor in Health Administration requires 18 credits distributed as follows: HADM 111, 112, 312, and 313, and any other two HADM courses.
HEALTH ADMINISTRATION  
Concentration in Long-Term Care Administration

Students seeking a career in long-term care administration can select a sequence of courses in Health Administration, Business, and Gerontology, including a 1040 clock hour HADM internship and upon successful completion of the curriculum, students will have met the educational requirements of the Pennsylvania State Board of Licensure for Nursing Home Administrators necessary to take the state licensure examination for long-term care administrator. The Health Administration curriculum forms the infrastructure for the LTCA concentration. It includes 40 credits of HADM courses, continues the 21-credit business minor and features 12 credits of Gerontology courses. The HADM/LTCA increases the credits for the health administration degree from 131 for the regular HADM major to 134. Students may also earn a second minor, in Gerontology, by taking Soc. 110 and Gero. 230.

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
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<td>Gero. 110-216</td>
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<td>HADM 213</td>
<td>3</td>
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<tr>
<td>MAJOR</td>
<td>HADM 293</td>
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<td>COGNATE</td>
<td>Gero. 218-232</td>
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<td>GE AREA I</td>
<td>Acc. 253-254</td>
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<td>MAJOR</td>
<td>HADM 312</td>
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<td>MAJOR</td>
<td>HADM 313</td>
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<td>MAJOR</td>
<td>HADM 318</td>
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</table>

* Students will take COMM. 100 and ENGL. 107 unless exempted by the University.
# Recommended courses; Students may take Soc. 110 and Gero. 230 to complete a Gerontology minor.

MINOR. There is no minor in Long-Term Care Administration

HADM 480  
Internship in Long-Term Care Administration  
Staff  
3 credits  
(Prerequisite: approval of HADM director) The internship is a significant educational capstone experience that involves a supervised practical experience in a licensed long-term care facility. It provides both a practical experience in the student’s field and an opportunity to integrate knowledge from a variety of courses into a working professional philosophy. Students will spend 520 hours in the field placement and 15 hours of on-campus seminars. Students must accumulate 1040 hours of internship experience by taking HADM 480 in both the fall and spring semesters of their senior year. Students must provide their own transportation. Graded S or U.

TOTAL: 134 credits
### HEALTH ADMINISTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Staff</th>
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<tbody>
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<td>SERV 192, 292, 392, 492</td>
<td>Staff Service Learning</td>
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<tr>
<td>HADM 284</td>
<td>Special Topics</td>
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<td>Staff</td>
</tr>
<tr>
<td>HADM 293</td>
<td>Research in Health Administration</td>
<td>3 credits</td>
<td>Staff (Majors only)</td>
</tr>
<tr>
<td>HADM 311</td>
<td>Resource Development</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td>HADM 312</td>
<td>Health Finance</td>
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<td>Staff</td>
</tr>
<tr>
<td>HADM 313</td>
<td>Health Administration</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td>HADM 314</td>
<td>Health Care Policies</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td>HADM 315</td>
<td>Cultural Diversity and Health Administration</td>
<td>3 credits</td>
<td>Staff</td>
</tr>
<tr>
<td>HADM 316</td>
<td>Health Care Marketing</td>
<td>3 credits</td>
<td>Staff (Formerly HADM 211)</td>
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<tr>
<td>HADM 318</td>
<td>Long Term Care Administration</td>
<td>3 credits</td>
<td>Staff</td>
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<tr>
<td>HADM 320</td>
<td>Career Seminar</td>
<td>1 credit</td>
<td>Staff (Majors only)</td>
</tr>
<tr>
<td>HADM 330</td>
<td>Internship in Health Administration</td>
<td>3 credits</td>
<td>Staff (Prerequisites: HADM 340, 18 HADM credits or approval of Prog. Director)</td>
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<tr>
<td>HADM 341</td>
<td>Issues in Health Care Administration</td>
<td>3 credits</td>
<td>Staff (Senior level, majors only)</td>
</tr>
<tr>
<td>HADM 342</td>
<td>Internship in Health Administration</td>
<td>3 credits</td>
<td>Staff (Prerequisite: HADM 380)</td>
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</table>

**Description:**
- **HEALTH ADMINISTRATION:**
  - This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of Collegiate Volunteers. The Service-Learning hours will be logged, checked, and noted on a student’s transcript. Serv 292 requires prior completion of Serv 192, 292 for 392 and 392 for 492.
  - **HADM 111 Introduction to Health Administration:** 3 credits
    - An initial overview of health care in the United States and the professions involved. Emphasis is placed on health care providers and administrators.
  - **HADM 112 Health Systems:** 3 credits
    - The nature and organization of health care in the United States. Factors affecting the delivery of such services are identified to provide an understanding of the evolution and dynamics of health care systems as well as prospects for future development.
  - **HADM 212 Health Administration Law:** 3 credits
    - The legal and regulatory environment of health care and the administration of health services.
  - **HADM 213 Supervising Health Personnel:** 3 credits
    - Principles and practices of direct supervision of personnel including motivation, leadership, and various personnel functions in health care settings.
  - **HADM 284 Special Topics:** 3 credits
    - Selected topics of current interest in health administration are offered on a variable basis.
  - **HADM 293 Research in Health Administration:** 3 credits
    - (Majors only) Principles and processes of research in health administration including literature review, research design, data collection techniques, statistical analysis, and professional writing in generating new knowledge and in using research in administration.
  - **HADM 311 Resource Development:** 3 credits
    - Proposal writing for program planning and/or soliciting funds from public and private sources as well as the role of public relations and development in the creation of organizational resources.
  - **HADM 312 Health Finance:** 3 credits
    - The costs of health care in society with emphasis on financial concepts and reimbursement mechanisms for health providers.
  - **HADM 313 Health Administration:** 3 credits
    - Role and functions of the supervisory and administrative structure, including Boards of Directors, in health agencies, systems, and organizations.
  - **HADM 314 Health Care Policies:** 3 credits
    - Background, purpose, implementation, and results of important health care policies are studied with implications for health care administration. The Health policy-making process is examined, including involvement of health care professionals.
  - **HADM 315 Cultural Diversity and Health Administration:** 3 credits
    - Focuses on the effects of cultural diversity on health care administration. Emphasis is placed on the importance of assessing and addressing the healthcare needs of various cultural groups within a given healthcare service area.
  - **HADM 316 Health Care Marketing:** 3 credits
    - Designed to introduce the student to Long Term Care (LTC) facility administration. Emphasis is placed on the differences between acute and long-term levels of care, types of LTC facilities, and special concerns involving the LTC resident.
  - **HADM 340 Career Seminar:** 1 credit
    - (Majors only) Seminar in which students appraise their present status and develop specific written educational and career plans for future course work, career entry, and/or graduate school.
  - **HADM 380 Internship in Health Administration:** 3 credits
    - (Prerequisites: HADM 340, 18 HADM credits or approval of Prog. Director) The internship is a significant educational experience. It ends the third year and involves a supervised practical experience in a community agency/organization providing health services. It provides both practical experience and an opportunity to integrate knowledge into a working professional philosophy. Students will spend a minimum of 120 hours in the field and a minimum of 18 hours in on-campus staffing sessions. Prerequisite for HADM 481. Students must provide their own transportation. Graded S or U.
  - **HADM 441 Issues in Health Care Administration:** 3 credits
    - (Prerequisite: HADM 340, 18 HADM credits or approval of Prog. Director) Current issues in health care administration are explained and discussed. As capstone projects, students integrate prior learning and original thinking to resolve selected issues.
  - **HADM 481 Internship in Health Administration:** 3 credits
    - (Prerequisite: HADM 380) This second internship involves 150 hours in a community agency or organization providing health services; it may be taken during any regular academic term and may be completed outside the immediate University region. Approval by Program Director is required. Students must provide their own transportation. Graded S or U.
NURSING
DR. HARRINGTON, Chairperson

The purpose of the Baccalaureate nursing program is the preparation of qualified persons for entry level practice of professional nursing in hospitals and community health settings. The program also provides the academic foundations for advanced study in nursing.

High school graduates are admitted as freshmen into the program which leads to a Bachelor of Science degree with a major in nursing. Total class enrollment is limited in consideration of educational and clinical resources. The curriculum can be completed in eight regular semesters of full-time study or four academic years. Students are encouraged to enroll in general education courses during January intersession and summer sessions to reduce the fall and spring term schedules. Transfer students will be considered on a space available basis.

The nursing program has the full approval of the Pennsylvania State Board of Nursing. The curriculum is based on a planned progression of courses so as to build upon and develop knowledge and skills at levels of increasing competency. Therefore, all required courses must be taken in sequence. For progression through the Nursing program, a minimum average grade of C must be attained in the prerequisite Natural Science courses (BIOL 110-111, CHEM 110-111). A minimum grade of C must be attained in the prerequisite Natural Science courses BIOL 210, MATH 204 or PSYCH 210, and in each Nursing course. Students who score less than a 10 on the Math Placement exam during Freshman Orientation must seek individual advising through the Nursing Department.

Final Grade For Nursing Courses With Concurrent Clinical Laboratory: The clinical laboratory component of a nursing course shall be on the basis of S, Satisfactory (Pass), or U, Unsatisfactory (Fail). If the student obtains an S in the clinical laboratory, the final grade in the course, which is entered on the permanent transcript, shall be the grade assigned for the lecture portion of the course. If the student does not obtain an S in the clinical laboratory, the final grade in the course, which is entered on the permanent transcript, shall be an F, no matter what grade was assigned for the lecture portion of the course. Both lecture and clinical components must be repeated if a grade of C-, D+, D or F is obtained in a Nursing course.

Prior to the junior and senior year, students enrolled in the nursing program must present a certificate as evidence of having completed the Cardiopulmonary Resuscitation Basic Life Support course or Modular course offered by the American Red Cross or the American Heart Association. In order to graduate, Nursing majors must complete a minimum of ten hours of community service during each Fall and Spring semester in which they are registered.

In addition to the general University tuition and fees listed in the Student Expenses section, students majoring in nursing assume the responsibility for the following: uniforms and other required clinical accessories, yearly physical examinations, entrance eye and dental examinations, immunizations, comprehensive/achievement tests, liability insurance and any travel expenses incurred. Students must also provide their own transportation to and from agencies utilized for clinical laboratories, and have access to a car during their Community Health clinical experiences in the senior year. Senior status in the Nursing Program is defined as completion of at least 100 credits including cognate and prerequisite courses for NURS 480 and NURS 481.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substance and may prohibit licensure if there is a conviction for any felony act. For details, see the Admissions Brochure and the Student Handbook of the Department of Nursing.

Upon graduation the students will be eligible for admission to examination for the registered nurse licensure. The University of Scranton’s Nursing program is accredited by the National League for Nursing.

SERV 192, 292, 392, 492
Staff

Service Learning

0 credits

Service learning activities are integrated in the Nursing courses. This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. The Service-Learning hours will be logged, checked and noted on a student’s transcript. Serv 292 requires prior completion of Serv 192, 292 for 392, and 392 for 492.

NURS. 100 Dr. Garrett, Prof. Cecchini, Staff

Family Health

3 credits

(For non-nursing majors.) Concepts and principles related to the promotion and maintenance of optimal family health. Considers factors pertinent to health needs and health practices throughout the life cycle. (GE AREA I, unless Nurs. 111 or Nurs. 112 used in Area I.)

NURS. 111 Dr. Farrell

Women’s Health

3 credits

(Open to all students) Focus on physiologic, emotional, social, economic, and historic issues affecting women’s health. Discussion of strategies which will assist women to take an active role as health care consumers. Three hours lecture. (GE AREA I, unless Nurs. 112 or Nurs. 111 used in GE Area I.)

NURS. 140 Dr. Bailey, Staff

Introduction to Nursing Concepts

3 credits

An exploration of the core concepts of the client, health, nursing and health patterns. Historical, philosophical and social development of nursing and the role of the professional nurse presented. Understanding of health and health continuum in the broader perspective of the human person, the physiologic, psychological, developmental, and sociocultural modes. Introduction of the nursing process as it relates to the development of cognitive, interpersonal, and psychomotor skills to assist clients to attain and maintain an optimal level of health. 3 hours lecture.
<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
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<tr>
<td>COGNATE</td>
<td>Chem. 110-111 Introductory Chemistry</td>
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<tr>
<td>COGNATE</td>
<td>Biol. 110-111 Structure &amp; Function of the Human Body</td>
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<td>MAJOR</td>
<td>Nurs. 140 Intro. to Nursing Concepts</td>
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<tr>
<td>GE AREA II</td>
<td>Psych. 110 Fundamentals of Psychology*</td>
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<tr>
<td>MAJOR</td>
<td>Nurs. 261 Nursing Related to Health Patterns</td>
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<td>MAJOR</td>
<td>Nurs. 262 Pharmacology I</td>
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<td>Biol. 210 Intro. Medical Microbiology</td>
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<td>COGNATE</td>
<td>Math 204 Special Topics of Statistics**</td>
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<td>Psych. 221 Childhood and Adolescence*</td>
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<td>GE AREA II</td>
<td>Psych. 225 Abnormal Psychology*</td>
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<td>Nurs. 380-361 Pharmacology II - III</td>
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<td>Nurs. 381 Nursing the Individual/Family</td>
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<td>Nurs. 493 Research in Nursing</td>
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<td>MAJOR</td>
<td>Nurs. 482*** Synthesis of Nursing Concepts</td>
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* Departmental Recommendation
** or Psych 210 *** ROTC option available

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<tr>
<th>NURS. 213</th>
<th>Dr. Muscari</th>
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<tbody>
<tr>
<td>Child and Adolescent Health</td>
<td>3 credits</td>
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Promotion
(Recommended Prerequisite: PSYC 221; Open to all students) Focus on the professional's role as advocate, care giver and/or teacher in the promotion of health for children and adolescents, directly through health maintenance and prevention and indirectly through health care policy.

<table>
<thead>
<tr>
<th>NURS. 241</th>
<th>Drs. Carpenter, Zalon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives in Professional Nursing</td>
<td>3 credits</td>
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</table>

(Prerequisites: Sophomore status in the Nursing Program. Registered Nurse students only.) Perspectives in professional nursing explores concepts incorporated in the philosophy, organizing framework and curriculum structures of the nursing program. Integration of the health patterns and nursing process in the delivery of professional nursing care is introduced. Pertinent issues impacting on the nursing profession are addressed.

<table>
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<tr>
<th>NURS. 242</th>
<th>Staff</th>
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<tbody>
<tr>
<td>Nursing Related to the Health Patterns</td>
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<table>
<thead>
<tr>
<th>NURS. 260</th>
<th>Dr. Muscari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Assessment Related to Health Patterns</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

(Prerequisite: Biology 110-111; Sophomore status in nursing program) Development of beginning skill in the basic physical assessment techniques necessary for the promotion of optimal health as a care-giver. Focus on the professional nurse’s role in assessing the physiological dimension of adaptive health patterns in individuals with a stable health status. 2 hours lecture and 3 hours laboratory.

TOTAL: 137 credits
NURS. 261 Dr. Harrington, Staff
Nursing Related to Health Patterns 3 credits
(Prerequisite: Chemistry 110-111, Nursing 140, Nursing 260; Sophomore status in the nursing pro-
gram) Focus on the professional nurse’s role in promoting the individual’s health status utilizing development, physiological, psychological and sociocultural dimensions of adaptive health pat-
terns. Development of beginning nursing skills and procedures. 2 hours lecture and 3 hours laboratory.

NURS. 262 Staff
Pharmacology I 1 credit
(Prerequisite: Chemistry 110-111, Biology 110-111, Biology 210) Principles of Pharmacology and specif-
ic drug groups. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities.

NURS. 310 Dr. Bailey
Understanding Transcultural 3 credits
Health Care
This course will focus on exploring values, beliefs and lifestyles of diverse cultural groups in order to expose the student to multi-cultural concepts of health promotion and maintenance. (GE Free; open to all majors in the Health Care Field).

NURS. 311 Dr. Narsavage
Computer Applications in Nursing 3 credits
(Prerequisite: Sophomore status in Nursing Program, LPN or RN) Designed for nursing majors or nurses who wish to learn computer capa-
bilities for nursing applications in ways that do not involve programming. Emphasis is on interactive computer experience as an introduction to disk-operating systems, and word processing, comput-
er-assisted instruction, file management, database management system, care-planning, software eval-
uation and research access. (GE Free).

NURS. 312 Staff
Nursing the Older Adult 3 credits
(Prerequisite: Junior status in nursing program) Focus on the professional nurse’s role of caregiver, advocate and teacher in promoting and maintaining adaptive responses of the older adult experiencing alterations in health patterns. Emphasis placed on multidimensional assessment factors and interven-
tions in meeting bio-psycho-social needs. (GE Free).

NURS. 340 Drs. Farrell, Harrington, Staff
Clinical Pathophysiology Related to Health Patterns I 3 credits
(Prerequisites: Chemistry 110-111, Biology 110-
111, Biology 210, Nursing 261) Pathophysiology and Psychopathology related to self perception-
self concept, sleep rest, and activity-exercise health patterns are explored and related to specific alterations in clients’ health status. 3 hours lecture.

NURS. 341 Drs. Carpenter, Farrell, Muscari, Clinical Pathophysiology Related to Health Patterns II 3 credits
(Prerequisite: Nrs. 340) Pathophysiology related to the nutritional-metabolic, sexuality-reprodu-
tive, and role relationship health patterns are explored and related to specific alterations in clients’ health status. 3 hours lecture.

NURS. 360 Staff
Pharmacology II 1 credit
(Prerequisite: Nursing 262) Principles of Pharmacology and specific drug groups related to alterations in the sleep-rest, activity-exercise, self-
perception/self-concept health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities.

NURS. 361 Staff
Pharmacology III 1 credit
(Prerequisite: Nursing 360) Principles of Pharmacology and specific drug groups related to alterations in the nutrition-reproduction, sexuality-repro-
duction, role-relationship, cognitive-percep-
tual, and elimination health patterns. Emphasis is placed on drug actions, side effects, dosages, and nursing responsibilities.

NURS. 380 Drs. Zalon, Farrell, Staff
Nursing the Individual 8 credits
(Prerequisite: Nursing 261; Corequisites: Nursing 340 and Nursing 360) Focus on the professional nurse’s role as care-giver, advocate and teacher in restoring the physiological and psychosocial adaptive responses of the individual experiencing alterations in health patterns of self perception-self concept, sleep-rest and activity exercise. Emphasis placed on the planning and implementation of the nursing process in meeting health needs, 3 hours lecture and 15 hours laboratory.

NURS. 381 Prof. DiMattio, Drs. Farrell, Nursing the Individual/Family 8 credits
(Prerequisite: Nursing 380; Corequisites: Nursing 341 and Nursing 361) Focus on the professional nurse’s role as caregiver, advocate and teacher in restoring adaptive responses of the individual and family experiencing alterations in health patterns of sexuality-reproductive, nutritional-metabolic, and role-relationships. Emphasis placed on the planning and implementation phases of the nursing process in meeting health needs. 3 hours lecture and 15 hours laboratory.

NURS. 410 Dr. Zalon
Nursing Management 3 credits
Study of the management process in nursing set-
tings with a focus on the planning, implementation and delivery of nursing care in complex organiza-
tions. Focus on the collaborative role of nurse’s within the organization and the analysis and reso-
lution of problems. 3 hours lecture. (GE Free)

NURS. 440 Drs. Hudacek, Narsavage, Clinical Pathophysiology Related to Health Patterns III 3 credits
Prof. Fuller, Staff
(Prerequisite: Nursing 341) Pathophysiology relat-
ed to alterations in elimination, cognitive-percep-
tual, coping-stress-tolerance and value-belief health patterns are explored and related to specific alterations in clients’ health status. 3 hours lecture.

NURS. 480 Drs. Hudacek, Narsavage, Nursing the Individual/Family/Community 8 credits
(Prerequisite: Nursing 381; Corequisites: Nursing 440 and Nursing 460) Focus on the professional nurse’s role as caregiver, advocate and teacher in promoting and restoring adaptive responses of the individual, family and community experiencing alterations in the health patterns of elimination, cognitive-perceptual, coping-stress-tolerance and value-belief. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs, 3 hours lecture and 15 hours laboratory.
NURS. 481  Prof. Fuller
Community Nursing
Registered Nurse Students Only. (Prerequisite: Senior Status in the University and Nursing Program) Focus on the professional nurse’s role as caregiver, advocate, and teacher in promoting and restoring adaptive responses in the individual, family and community experiencing alterations in health patterns. Emphasis is placed on the planning and implementation phases of the nursing process in meeting health needs of community clients. 3 hours lecture and 9 hours laboratory.

NURS. 482*  Drs. Hudacek, Desmond, Staff
Synthesis of Nursing Concepts
9 credits
(Prerequisite: Nursing 480 or Nursing 481) Focus on the professional nurse’s role as leader/manager in promoting, restoring and maintaining adaptive responses in individuals experiencing complex alterations in health patterns. Continued use of the nursing process to implement and to evaluate nursing care of the individual, family, community and groups in collaboration with the nursing and interdisciplinary health teams. 3 hours lecture and 18 hours laboratory.

NURS. 483  Dr. Carpenter, Staff
Independent Study in Nursing
3 credits
Registered Nurse Students Only. (Prerequisite: Senior Status in the nursing program AND Nursing 493) An independent project of academic or professional nature in an area specific to professional nursing. Students develop and complete a specific project and work on a one-to-one basis with a faculty member in the department of nursing.

NURS. 490  Dr. Carpenter
Synthesis of Nursing Concepts
6 credits
Related to Leadership Management Roles
Registered Nurse Students Only. (Prerequisite: Nursing 481 and completion of all other courses in the cognate and general education Areas I, II, III, IV, and V.) Focus on the professional nurse’s role as leader/manager in promoting, restoring and maintaining adaptive responses in individuals, families, communities and groups in collaboration with nursing and interdisciplinary health teams. This is the final course in the nursing curriculum and requires integration and synthesis of all prior academic preparation leading to the baccalaureate degree.

NURS. 493  Drs. Bailey, Carpenter, Staff
Research in Nursing
3 credits
(Prerequisite: Senior status in the nursing program, Math 204). Introduction to and application of the principles and process of research in professional nursing practice. Study of research design, data collection technique, interpretation and critique of nursing research literature and reports and the development of the ability to become a discriminating consumer of nursing research. 3 hours lecture.

* The following option is available for ROTC Nurse cadets. Three credits are awarded for successful completion of the ROTC Nurse Summer Training Program (NSTP).

Nurs 482  6 cr
ROTC NSTP 3 cr
OCCUPATIONAL THERAPY

DR. KASAR, Chairperson

The Department of Occupational Therapy at the University of Scranton offers a four-year, Bachelor of Science Degree in Occupational Therapy. The Occupational Therapy Curriculum is based on a frame of reference that is developmental, humanistic, and holistic in nature, and which emphasizes optimal function throughout the life span. The program is integrated with a liberal arts and science foundation, and is designed to prepare strong, generalist, entry-level practitioners with the capacity for creative analysis and clinical reasoning.

Admission to the program is open to first-time incoming freshmen. Applicants will be selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. Observation and/or volunteer experience in Occupational Therapy settings is required and must be documented.

The coursework is sequenced in a planned progression in order to build upon and develop knowledge and skills. At increasing levels of complexity, competence, and integration. Therefore, all required courses must be completed in sequence. A minimum grade of C (2.00) must be attained in every course taken in the major.

Beginning in the third year, Level I Clinical courses are scheduled during the intersession and summer, immediately following the OT Practice course in that area. Upon completion of the fourth academic year, students must participate in two, full-time, Level II Internships, in the areas of Psychosocial Rehabilitation and Physical Rehabilitation. After the required clinical work is finished, a student may choose to participate in a Level II Internship in a specialty area of practice. Students are responsible for their transportation and travel costs, and from assigned clinical and internship settings, and should expect to pay room and board expenses during the Level II experiences.

The Occupational Therapy Program has initiated accreditation procedures with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA’s phone number is (301) 652-AOTA. Once accreditation of the program has been obtained, its graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, most states’ licenses are based on the results of the NBCOT Certification Examination.

The normal length of time for completion of the program is four and one half years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program.

Course Descriptions

SERV 192, 292, 392, 492   Staff
Service Learning
This requirement will provide students an opportunity to go out into the surrounding community to work with agencies/groups and individuals in need of service. The students will be expected to reflect upon their individual experiences as they relate to their academic work. These reflections are to be shared with the Director of College Volunteers. The Service-Learning hours will be logged, checked and noted on a student’s transcript. Serv 292 requires prior completion of Serv 192, 292 for 392, and 392 for 492.

OT 140   Prof. Penny
Introduction to Occupational Therapy
An introduction to the profession of occupational therapy, including an overview of history, philosophical bases, standards and ethics, and current and future directions for practice. Clinical areas of focus and practice settings are presented with particular emphasis placed on the role of the occupational therapist. Majors only. One, two-hour seminar/week.

OT 240   Staff
Activity Analysis I
Analysis, theory, and application of activities and media used in occupational therapy treatment. Course will consider developmental parameters, and include self-care, work, and leisure aspects for the child and adolescent. Adaptation and grading of purposeful activities for therapeutic intervention, and practice in presenting and teaching activities will be included. One hour lecture, four hours lab/week.

OT 275   Dr. Kasar
Clinical Kinesiology
Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented, with emphasis on the movement and strength requirements found in self-care, work, and leisure activities. Concepts are integrated in lab experiences. Prerequisites: Biol. 110-111; Corequisite: PT 256. Two hours lecture, two hours lab/week.

OT 346   Prof. Penny
Pathological Conditions I
A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining developmental/pediatric disabilities, and psychosocial dysfunction. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.
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<th>Course</th>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 140</td>
<td>MAJOR</td>
<td>Introduction to OT</td>
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<tr>
<td>OT 141</td>
<td>MAJOR</td>
<td>OT Theoretical Concepts</td>
<td>3</td>
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<tr>
<td>Biol. 110-111</td>
<td>COGNATE</td>
<td>Structure &amp; Function of Human Body</td>
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<td>Soc. 110</td>
<td>COGNATE</td>
<td>Intro. to Sociology</td>
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<td>Psych. 110</td>
<td>GE AREA II</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
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<td>Engl. 107-Comm. 100</td>
<td>GE AREA III</td>
<td>Composition-Public Speaking</td>
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<td>GE AREA IV</td>
<td>Humanities Elective</td>
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<tr>
<td>Phil. 120-T/RS 121</td>
<td>GE AREA V</td>
<td>Intro. to Philosophy/Theology I</td>
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**FRESHMAN**

**FALL INT. SPRING**

**Sophomore**

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<td>MAJOR</td>
<td>Activity Analysis I-II</td>
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<td>OT 275</td>
<td>MAJOR</td>
<td>Clinical Kinesiology</td>
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<tr>
<td>PT 256</td>
<td>COGNATE</td>
<td>Human Anatomy for OT</td>
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<tr>
<td>Psych. 221-222</td>
<td>GE AREA II</td>
<td>Childhood &amp; Adul. - Adult &amp; Aging</td>
<td>3</td>
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<td>CMPS 104</td>
<td>GE AREA III</td>
<td>Computing for Business/Soc. Sci.</td>
<td>3</td>
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<td>Humanities Electives</td>
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<td>GE AREA V</td>
<td>Ethics</td>
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<tr>
<td>T/RS 122</td>
<td>GE AREA V</td>
<td>Theology II</td>
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**Sophomore**

**Credits**

**JUNIOR**

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<tr>
<td>OT 346-347</td>
<td>MAJOR</td>
<td>Pathological Conditions I-II</td>
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<tr>
<td>OT 356</td>
<td>MAJOR</td>
<td>Functional Neuroanatomy</td>
<td>3</td>
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<tr>
<td>OT 360</td>
<td>MAJOR</td>
<td>OT Practice I (Pediatrics)</td>
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<tr>
<td>OT 361</td>
<td>MAJOR</td>
<td>OT Practice II (Psychosocial Rehab.)</td>
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<td>OT 380</td>
<td>MAJOR</td>
<td>OT Level I Clinical-I (Peds.)</td>
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<td>OT 381</td>
<td>MAJOR</td>
<td>OT Level I Clinical-II (Psych.)</td>
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<td>HADM 112</td>
<td>COGNATE</td>
<td>Health Systems</td>
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<td>HS 341</td>
<td>COGNATE</td>
<td>Group Dynamics</td>
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<td>Psych. 210</td>
<td>COGNATE</td>
<td>Psychological Statistics</td>
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<td>HS 333</td>
<td>GE AREA II</td>
<td>Multiculturalism Human Services</td>
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<td>GE AREA IV</td>
<td>Humanities Elective</td>
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<td>Phil./Theol.</td>
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<td>Philosophy/Theology Elective</td>
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**JUNIOR**

**Credits**

**SENIOR**

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<td>OT 440</td>
<td>MAJOR</td>
<td>Mgt. and Supv. of OT Services</td>
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<tr>
<td>OT 451</td>
<td>MAJOR</td>
<td>Hand Rehabilitation</td>
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<tr>
<td>OT 460</td>
<td>MAJOR</td>
<td>OT Practice III (Physical Rehab.)</td>
<td>3</td>
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<tr>
<td>OT 461</td>
<td>MAJOR</td>
<td>OT Practice IV (Geriatrics)</td>
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<tr>
<td>OT 475</td>
<td>MAJOR</td>
<td>Advanced Therapeutic Techniques</td>
<td>3</td>
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<tr>
<td>OT 480</td>
<td>MAJOR</td>
<td>OT Level I Clinical-III (Phys.)</td>
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<td>OT 493</td>
<td>MAJOR</td>
<td>Research Methods in OT</td>
<td>3</td>
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<tr>
<td>Humanities</td>
<td>GE AREA IV</td>
<td>Humanities Electives</td>
<td>3</td>
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<tr>
<td>Phil. 212</td>
<td>GE AREA V</td>
<td>Medical Ethics</td>
<td>3</td>
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<td>Free Electives</td>
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**SENIOR**

**Credits**

**POST-ACADEMIC CLINICAL COURSEWORK**

<table>
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<td>OT 481</td>
<td>MAJOR</td>
<td>OT Level II Internship-I (Psychsoc.)</td>
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<tr>
<td>OT 482</td>
<td>MAJOR</td>
<td>OT Level II Internship-II (Phys.)</td>
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<td>OT 483</td>
<td>MAJOR</td>
<td>OT Level II Internship-III (Optional)</td>
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</table>

**TOTAL: 147 credits**

* OT Level I Clinical I, II, III are each a minimum of two weeks, full time.
** OT Level II Internship I, II are required and each a minimum of 12 weeks, full-time, in Psychosocial Rehabilitation and Physical Rehabilitation. Semester scheduled for individual students may alternate as determined by the Department, and with consideration of student needs and circumstances.

**OT 347**

Pathological Conditions II

Prof. Watson

A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis placed on examining adult physical dysfunction, and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

**OT 356**

Functional Neuroanatomy

Dr. Kasar

An overview of applied neuroanatomy and function, with emphasis on sensory, perceptual, and motor performance. Normal structure and function are discussed, together with nervous system dysfunction, as applied to self-care, work, and leisure activities related to OT practice. Prerequisites: PT 256, OT 275. Three hours lecture/week.
OT 360  Prof. Watson  Occupational Therapy  3 credits  Practice I: Pediatrics  An overview of theoretical frameworks of reference, evaluation, and treatment intervention strategies used to enhance the function of infants, children, and other individuals with developmental disabilities. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Corequisites: OT 346, OT 356. Two hours lecture, two hours lab/week.

OT 361  Prof. Penny  Occupational Therapy Practice II: Psychosocial Rehabilitation  3 credits  An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with psychosocial dysfunction. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Prerequisite: HS 341. Two hours lecture, two hours lab/week.

OT 380  Prof. Watson  Occupational Therapy Level I  Clinical – I: Pediatrics  1 credit  Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on the integration of theory and practice. Prerequisites: OT 346, OT 356, OT 360. Intersession, two weeks, full-time.

OT 381  Prof. Penny  Occupational Therapy Level I  Clinical – II: Psychosocial Rehabilitation  1 credit  Directed observation and supervised participation in the occupational therapy process in a psychosocial rehabilitation setting. Emphasis on the integration of theory and practice. Prerequisites: OT 347, OT 361, OT 380. Summer, two weeks, full-time.

OT 440  Staff  Management and Supervision of Occupational Therapy Services  3 credits  An application of major management principles to the provision of occupational therapy services, with emphasis on the administrative and supervisory requirements in managing an occupational therapy department. Information provided concerning program planning, recruitment, marketing, budgeting, supervision, documentation, evaluation, reimbursement, and quality assurance. Three hours lecture/week.

OT 450  Staff  Hand Rehabilitation  2 credits  An in-depth review of functional anatomy of the hand and arm, with emphasis on rehabilitation principles and basic splinting techniques. Theoretical concepts, evaluation, and fabrication procedures are integrated in lab experiences. Corequisite: OT 460. One hour lecture, two hours lab/week.

OT 460  Staff  Occupational Therapy Practice III: Physical Rehabilitation  3 credits  An overview of theoretical frameworks of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with major physical disabilities. Emphasis placed on the neurodevelopmental, biomechanical, and rehabilitative approaches. Methods of observation, assessment, and treatment techniques are introduced and practiced in lab simulations and field trips to area facilities. Prerequisites: PT 256, OT 275; Corequisite: OT 451. Two hours lecture, two hours lab/week.

OT 461  Staff  Occupational Therapy  3 credits  Practice IV: Geriatrics  An overview of theoretical frameworks of reference, evaluation, and treatment intervention strategies used to enhance the function of the elderly. Emphasis placed on understanding the biopsychosocial changes, characteristics, and needs of older persons. Methods of observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Prerequisites: OT 460, OT 480. Two hours lecture, two hours lab/week.

OT 475  Staff  Advanced Therapeutic Techniques  3 credits  Advanced theoretical concepts and treatment applications designed to provide exposure to the most current areas of focus in practice. The approaches reviewed may include neurodevelopmental treatment, sensory integration, joint mobilization, industrial medicine, adaptive seating, and assistive technology. Prerequisites: OT 451, OT 460. Two hours lecture, two hours lab/week.

OT 480  Staff  Occupational Therapy Level I  Clinical – III: Physical Rehabilitation  1 credit  Directed observation and supervised participation in the occupational therapy process in a physical rehabilitation setting. Emphasis on the integration of theory and practice. Prerequisites: OT 381, OT 451, OT 460. Intersession, two weeks, full-time.

OT 481  Staff  OT Level II Internship – I:  Psychosocial Rehabilitation  6 credits  Full-time, supervised, level II clinical experience in the area of psychosocial rehabilitation. In order to be eligible for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or Fall, twelve weeks minimum, full-time.

OT 482  Staff  OT Level II Internship – II:  Physical Rehabilitation  6 credits  Full-time, supervised, level II clinical experience in the area of physical rehabilitation. In order to be eligible to sit for the national certification examination for Occupational Therapist Registered, the student must achieve at least the minimum scores on the AOTA Fieldwork Evaluation. Prerequisites: Completion of all academic coursework. Summer or Fall, twelve weeks minimum, full-time.

OT 483  Staff  OT Level II Internship – III:  Specialty  4-6 credits  Full-time, supervised, level II clinical experience in a specialty area of practice. Prerequisites: OT 481, OT 482. Spring, 8-12 weeks, full-time.

OT 493  Dr. Kasar  Research Methods in Occupational Therapy  3 credits  An introduction to research design, data collection, analysis, and interpretation of findings. Emphasis placed on critical review of occupational therapy research studies, application to clinical practice, quantitative, and qualitative methods. Concepts are integrated through the preparation of a research proposal. Prerequisite: Psych. 210; Corequisites: OT 451, OT 460. Three hours lecture/week.
The Physical Education Department aims to improve the physical fitness level of each student and improve and increase students' recreational skills through our offerings of over 30 different activity classes. Emphasis is placed on instruction in a wide variety of popular sports and recreational and competitive athletics, especially those with carry-over value for post-college years.

Every regularly enrolled freshman and sophomore student except veterans must satisfy the Physical Education requirement unless excused by the Physical Education Department.

It is possible to be excused from the Physical Education classes by application to the Physical Education Department if (a) a physician certifies that a student, for medical reasons, should not engage in vigorous physical activity; (b) the department deems it advisable; (c) veterans.

Grading: S—Satisfactory
Requiring repetition of course

Physical Education
5-1 credit
Students talking physical education may select from the following: tennis, swimming, yoga, skiing, soccer, racquetball, weight training, aerobics, basketball, volleyball, bowling, running, karate, self-defense for women, judo, advanced life saving, WSI, ballet, modern jazz dance, golf, tai chi, badminton and scuba diving. Four credits are needed for graduation.

COACHING MINOR

The 16-credit coaching minor is based on the American Sport Education Program (ASEP) and will help meet the needs of those who wish to coach and work more effectively with young athletes from youth through interscholastic sports.

Introduction to Coaching, one credit, is a prerequisite for Sport Physiology, Administration, Medicine, Psychology, and Teaching Sport Skills. Teaching Sport Skills also requires students to intern with one or more of our Varsity Sports teams and coaches.

<table>
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<th>Descriptive Title of Course</th>
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<td>Ph. Ed. 160</td>
<td>Introduction to Coaching</td>
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<tr>
<td>Ph. Ed. 210</td>
<td>Sport Physiology</td>
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<tr>
<td>Ph. Ed. 202</td>
<td>Sport Administration</td>
<td>3</td>
</tr>
<tr>
<td>Ph. Ed. 203</td>
<td>Prevention and Care of Sports Injuries</td>
<td>3</td>
</tr>
<tr>
<td>Ph. Ed. 284</td>
<td>Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Ph. Ed. 205</td>
<td>Teaching Sport Skills</td>
<td>3</td>
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</table>

TOTAL: 16

PHED 160
Introduction to Coaching
1 credit
Prerequisite course which will assist prospective coaches as they develop a positive coaching philosophy, apply coaching principles, and use sport management skills. (GE PHED)

PHED 210
Prof. Howlett
Sports Physiology
3 credits
Students will learn how to design effective, individualized training programs by incorporating training basics such as overload, specificity, adaptation, and progression. Will include individual differences among athletes, muscular fitness, energy fitness, and performance factors. (GE AREA I)

PHED 202
Dr. Wodder
Sports Administration
3 credits
Examines the business of coaching offering practical approaches to the administrative functions of organizing, planning, leading, and controlling. Integrates philosophy and principles into actual practice.

PHED 203
Prof. Robertson
Prevention and Care of Sports Injuries
3 credits
Will cover sports first aid, prevention of and dealing with sports injuries. Helps coaches become competent first responders in sports emergencies. Students will learn how to recognize and prevent common sports injuries and administer appropriate first aid. Also covers procedures for evaluating and caring for injuries, guidelines for rehabilitation and therapeutic taping.

PSYC 284
Dr. O'Malley
Sports Psychology
3 credits
This course covers a variety of topics in sports psychology including the learning of athletic skills, principles of motivation, goal-setting and reinforcement. The emotional aspects of sports competition and various strategies for mental preparation for completion such as relaxation, concentration, and attentional skills will be discussed. (GE AREA II)

PHED 205
Prof. Bessoir
Teaching Sports Skills
3 credits
Students will master the essentials of teaching sports skills and improve their teaching effectiveness. They will learn how to prepare for teaching sports skills, introduce, explain, and demonstrate sports skills, and use cognitive processes to improve performance. Students are also required to intern with varsity team(s). (GE AREA II)
PHYSICAL THERAPY

DR. BARNES, Chairperson

The Department of Physical Therapy at the University of Scranton offers a five-year, entry-level Master’s Degree in Physical Therapy (MPT). The Physical Therapy Curriculum is designed to emphasize (a) life span development and the inherent changes which occur throughout one’s life and (b) prevention of movement dysfunction. Quality preparation of the entry level physical therapist is the overriding goal of the MPT degree program. Graduates will be able to serve the physical therapy needs of the general populace. They will be prepared for direct patient care and the education of patients, their families, peers, health professionals and the lay community. Graduates are also given the basic knowledge to provide consultation services, contribute to the management practices found in the provision of physical therapy services, and recognize the importance of sound research in the continued development of the profession.

Admission of students is restricted to first-time freshmen. The number of qualified applicants admitted to the Physical Therapy Curriculum is dependent upon available academic and clinical resources. A student’s matriculation in the pre-professional years is contingent upon satisfactory completion (C or better) of all department pre-requisites, as well as successful completion of general University requirements necessary for graduation. No Advanced Placement (AP) credit will be accepted for the biology, chemistry, or physics courses.

In the first year and one half (pre-professional), students focus on completion of general education requirements and courses listed as pre-requisites to the physical therapy curriculum. Some courses required by the department occur in the Inter session and Spring terms of the sophomore year. In the third, fourth and fifth years, professional concentration is placed upon physical therapy courses which pertain to basic and applied sciences, clinical science, patient evaluation and treatment techniques, management of physical therapy services, and clinical education experiences in numerous, varied health care facilities. Experience in direct patient care and administration of patient care services is provided by clinical rotations through physical therapy services located in affiliated health care institutions and agencies. In addition, students must do ten hours of community service per semester when registered as a Physical Therapy major.

Advancement to professional studies (JR.YR.) is automatic for pre-professional students (FR.-SOPH. YEARS) who satisfy the following criteria: (a) completion of all specified pre-professional, pre-requisite and general education requirements; (b) attainment of a minimum grade of C in all department pre-requisites in the sciences and department courses in the pre-professional phase of the curriculum; (c) maintenance of a 2.50 GPA during Fall, Inter session, and Spring of the freshman year and a 2.75 GPA during the Fall, Inter session and Spring terms of the sophomore year; (d) written documentation of approximately 70 hours of volunteer or work experience with a licensed physical therapist (the letter of recommendation should address the time spent in the facility, the nature of the volunteer/work experience and the potential the student has to be a physical therapy practitioner); (e) a positive evaluation of personal abilities and attitudes by department faculty responsible for courses provided in the pre-professional phase of the curriculum; and (f) up-to-date completion of community service hours.

Students enrolled in the MPT program are expected to complete the curriculum in the 5 year time span. All major courses and non-PT courses listed in the 3rd, 4th, or 5th years are to be taken in the prescribed sequence. All professional students will be required to satisfactorily complete the clinical field experiences and internships specified. Costs associated with liability insurance, uniforms, travel, meals, temporary housing, and attainment and maintenance of CPR certification are the responsibility of individual students.

After the satisfactory completion of all curriculum requirements at the end of the fourth year, students will be awarded a Bachelor of Science degree in Health Sciences. THIS degree will not permit the student to practice Physical Therapy. A comprehensive examination will be given to all Physical Therapy majors during Fall term of the graduate (5th) year of the MPT degree program. Students must pass the examination to enter into the final phase of the Clinical Education sequence (PTS580 - Clinical Internships). If the student does not receive a passing grade, there will be a delay of their entrance into the final clinical internships until satisfactory performance on the exam is achieved. Students must successfully complete all of the program requirements contained within the 3-year MPT degree program in order to sit for the licensure exam and to practice the profession of physical therapy.

Math Options for Physical Therapy Majors *

#1 Students with a B+ average in high school math (through trigonometry or pre-calculus) and a score of less than 600 on the SAT in math will be enrolled in Math 103.

#2 Students with a B+ average in high school math (through pre-calculus) and a score of 600 or greater on the SAT in math will be enrolled in Math 114.

* University’s Mathematics Placement Procedures may overrule the above options.

#3 AP credit may be awarded in Math 114 on the basis of the CEEB exam; no AP credit is available for Math 103 on the basis of the CEEB exam.

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## PHYSICAL THERAPY

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FALL</th>
<th>INT. SPRING</th>
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<tr>
<td>COGNATE</td>
<td>Chem. 112-113</td>
<td>General and Analytical Chemistry I-II</td>
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<td>COGNATE</td>
<td>Biol. 110-111</td>
<td>Structure - Function Human Body</td>
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<td>MAGNATE</td>
<td>Math 103-114</td>
<td>Pre-Calculus - Calculus</td>
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<td>GE AREA III</td>
<td>Engl. 107-Comm. 100</td>
<td>Composition-Public Speaking</td>
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<td>GE AREA IV</td>
<td>Humanities</td>
<td>Electives **</td>
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<td>GE AREA V</td>
<td>Phil. 120</td>
<td>Introduction to Philosophy</td>
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<td>GE AREA V</td>
<td>T/RS 121-122</td>
<td>Theology I-II</td>
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<td>MAJOR</td>
<td>PT 245</td>
<td>Principles of Human Anatomy</td>
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<tr>
<td>MAJOR</td>
<td>PT 290</td>
<td>Clinical Education Seminar I (includes Medical Terminology Test)</td>
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<td>General Physiology</td>
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<td>COGNATE</td>
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<td>General Physics</td>
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<td>Psych. 110-221</td>
<td>Fund. of Psych.-Childhood &amp; Adol.</td>
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<td>CMPS 104</td>
<td>Computing for Business and Social Sciences</td>
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<td>Electives**</td>
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<td>GE AREA V</td>
<td>Phal. 210-212</td>
<td>Ethics - Medical Ethics</td>
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<tr>
<td>MAJOR</td>
<td>PT 340</td>
<td>Basic Tech. in PT Mgt.</td>
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<td>MAJOR</td>
<td>PT 342</td>
<td>Management of the Elderly</td>
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<tr>
<td>MAJOR</td>
<td>PT 345</td>
<td>Adv. Human Anatomy for PT</td>
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<td>MAJOR</td>
<td>PT 346</td>
<td>Concepts in Pathology</td>
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<td>MAJOR</td>
<td>PT 347</td>
<td>Basic-Applied Neuroscience</td>
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<td>MAJOR</td>
<td>PT 350</td>
<td>Intro. to Therapeutic Exercise</td>
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<td>MAJOR</td>
<td>PT 351</td>
<td>Orthopaedic PT I</td>
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<tr>
<td>MAJOR</td>
<td>PT 360</td>
<td>Clinical Sciences I</td>
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<tr>
<td>MAJOR</td>
<td>PT 375</td>
<td>Kinesiology - Pathokinesiology for PT</td>
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<td>MAJOR</td>
<td>PT 376</td>
<td>Therapeutic Modalities</td>
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<td>MAJOR</td>
<td>PT 390</td>
<td>Clinical Education Seminar II</td>
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<td>SUMMER</td>
<td>PT 480</td>
<td>PT Internship I—2 crds. (5 wks. 40 hrs -week)</td>
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<td>MAJOR</td>
<td>PT 440</td>
<td>Organization &amp; Management in PT</td>
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<td>MAJOR</td>
<td>PT 451</td>
<td>Orthopaedic Physical Therapy II</td>
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<td>MAJOR</td>
<td>PT 455</td>
<td>Pediatric Development</td>
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<tr>
<td>MAJOR</td>
<td>PT 456</td>
<td>PT Approaches to Neurological Pop.</td>
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<tr>
<td>MAJOR</td>
<td>PT 460</td>
<td>Clinical Sciences II</td>
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<td>MAJOR</td>
<td>PT 465</td>
<td>Psychosocial Aspects of Physical Disab.</td>
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<td>MAJOR</td>
<td>PT 470</td>
<td>Cardiopulmonary Physical Therapy</td>
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<tr>
<td>MAJOR</td>
<td>PT 477</td>
<td>Teaching in Physical Therapy</td>
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<td>MAJOR</td>
<td>PT 482</td>
<td>Professional Development (optional)</td>
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<td>MAJOR</td>
<td>PT 490</td>
<td>Clinical Education Seminar III</td>
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<td>MAJOR</td>
<td>PT 493</td>
<td>Intro to Research</td>
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<td>GE AREA II</td>
<td>Psych. 210</td>
<td>Psychological Statistics</td>
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<tr>
<td>SUMMER</td>
<td>PT 580</td>
<td>PT Internship II—3 crds. (6 wks. 40 hrs- week)</td>
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<td>MAJOR</td>
<td>PT 555</td>
<td>Correlative Rehabilitation</td>
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<td>MAJOR</td>
<td>PT 556</td>
<td>Motor Control/Motor Learning</td>
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<td>MAJOR</td>
<td>PT 581</td>
<td>PT Internship III (16 weeks)</td>
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<td>MAJOR</td>
<td>PT 582</td>
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<td>MAJOR</td>
<td>PT 584</td>
<td>Special Topics in Health Care</td>
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<td>MAJOR</td>
<td>PT 590</td>
<td>Clinical Education Seminar IV</td>
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<td>MAJOR</td>
<td>PT 593</td>
<td>Research Design and Implementation</td>
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</table>

**Students must enroll in SERVICE LEARNING for each semester in which they are registered.**

**Students are encouraged to take at least 6 credits of the 12 required in one humanities department.**

**TOTAL: 178½ - 182½ credits**
SERV 192, 292, 392, 492  
Staff  
Service Learning  
0 credits  
This requirement will provide students an opportu-
nity to go out into the surrounding community to 
work with agencies, groups and individuals in 
need of service. The students will be expected to 
reflect upon their individual experiences as they 
relate to their academic work. These reflections are 
to be shared with the Director of Collegiate 
Volunteers. The Service-learning hours will be 
logged, checked and noted on a student’s tran-
script. Serv 292 requires prior completion of Serv 
192, 292 for 392, 392 for 492.

PT. 245  
Dr. Mattingly, Staff  
Principles of 
Human Anatomy  
A introduction to human gross anatomy emphasizing 
a systemic approach to the histological and 
morphological concepts of the skeletal, muscular, 
circulatory, and nervous systems. An introduction 
to normal human movement with emphasis on 
joint arthrokinematics and the mechanics of mus-
cle action is also presented. Two hours lecture, 2 
hours lab/week.

PT. 256  
Dr. Mattingly  
Human Anatomy for 
Occupational Therapy  
A regional in-depth study of human anatomy with 
major emphasis on functional anatomy. This will 
be accomplished through the study of prosected 
human specimens and surface anatomy. 
Occupational Therapy majors only. Three hours 
lecture, 2 hours lab/week.

PT. 290  
Profs. Wagner, Zichettella-Caffrey  
Clinical Education Seminar I  
The first of four clinical education seminars will 
include an overview of the history, current practice 
and future profession of physical therapy. Current 
practice sites and settings are presented and 
observed with consideration of traditional and 
emerging roles and responsibilities of the physical 
therapist. Students will participate in several half 
group observations of local clinics. 
Comprehensive exam of medical terminology will 
be included in this course. Two hours lecture/week.

PT. 340  
Prof. Wagner, Staff  
Basic Techniques in 
Patient Management  
This course is designed to instruct the learner in 
basic patient management, evaluation and teaching 
techniques. Concepts related to nutrition from a 
biochemical perspective will be included along 
with an introduction to patient interviewing tech-
niques and the development of clinical observation 
skills. The course content also focuses on patient 
mobility (e.g. transfers, use of assistive devices 
and gait training, basic emergency procedures, 
patient monitoring and fundamental nursing proce-
dures). Two hours lecture, 2 hours lab/week.

PT. 342  
Dr. Barnes  
Management of the Elderly  
A study of the responsibilities of the physical ther-
apist with the well elderly. Emphasis on preven-
tion of illness, injury or disease through effective 
and timely intervention will be covered. A system-
atic approach to normal aging is also presented. 
Three hours lecture/week.

PT. 345  
Dr. Mattingly  
Advanced Human Anatomy 
for Physical Therapy  
An in-depth study of gross human anatomy 
emphasizing the skeletal, muscular, circulatory, 
and functional relationships of skeletal, muscular, 
circulatory, and nervous structures comprising the 
head, neck, trunk, and extremities. Organic sys-
tems relevant to physical therapy practice are also 
examined. Human dissections are included. Two 
hours lecture, 4 hours lab/week.

PT. 346  
Dr. Mattingly  
Concepts in Pathology  
An introduction to the basic principles of patholo-
gy including an emphasis on the disease concepts 
and mechanisms relevant to physical therapy. 
(Intersession) Seven hours lecture/week.

PT. 347  
Staff  
Basic and Applied Neuroscience  
(Formerly PT 445) A study of the human nervous 
system which details the developmental, histologi-
cal, physiological concepts of its organization. 
Emphasis is placed on the understanding of human 
movement through sensory-motor integration. 
Clinical manifestations of dysfunctions relevant to 
physical therapy practice will be discussed. Three 
hours lecture, 2 hours lab/week.

PT. 350  
Dr. Kosmahl  
Introduction to Therapeutic Exercise  
This course serves as the student’s introduction to 
the concepts of fitness and exercise and prepares 
the student to design and implement basic thera-
peutic exercise regimens for clinical use. Normal 
responses to exercise training, as well as patient 
responses to traditional therapeutic exercise regi-
mens are presented. Evaluation of range of motion 
and muscle strength will be included. The course 
investigates physical fitness as a function of 
strength, endurance, flexibility, power, and skill. 
Physiology of the neuromuscular system as it 
relates to exercise is reviewed. Energy metabolism 
and nutritional support for energy metabolism are 
discussed. The effects of aging, disuse, immobi-
лизation, derervation, and selected drugs on exer-
cise performance is discussed. Laboratory expo-
sure to techniques for the improvement of strength, 
flexibility, endurance, power, and skill is offered. 
Two hours lecture, 2 hours lab/week.

PT. 351  
Dr. Kosmahl  
Orthopaedic Physical Therapy I  
This course prepares the student to practice entry-
level orthopaedic physical therapy. Evaluation and 
treatment of musculoskeletal system dysfunction 
utilizing exercise, manual therapy (mobilization), 
and manual and mechanical traction are empha-
sized. Students learn to clearly identify specific 
musculoskeletal problems, and to plan and imple-
ment appropriate physical therapy interventions. 
Students learn to recognize major signs and symp-
toms of systemic disease that can mimic primary 
musculoskeletal lesions. Evaluation tools are pre-
sented to help students recognize problems that are 
beyond physical therapy expertise. Students learn how 
to make treatment-versus-referral decisions for 
patients who present presumed musculoskeletal 
problems. Two hours lecture, 4 hours lab/week.
PT. 360  Staff  Clinical Sciences I  3 credits
This course presents physician lectures providing an overview of selected diseases and disorders common to those for physical therapy evaluation and treatment. Relevant medical and surgical interventions will be reviewed with consideration of their implications for comprehensive patient management. Emphasis on musculoskeletal, rheumatic and cardiovascular diseases. Three hours lecture/week.

PT. 375  Dr. Kosmahl  Kinesiology and Pathokinesiology  for Physical Therapy  3 credits
This course presents a study of normal movement, and movement dysfunction associated with selected forms of pathology. Emphasis is placed on the mechanics of muscle actions and joint arthrokinematics, and biomechanical factors are discussed. Normal and pathological gaits are studied. Two hours lecture; 2 hours lab/week.

PT. 376  Drs. Kosmahl, Sanko  Therapeutic Modalities  3 credits
This course prepares the student for the safe, effective, and appropriate use of therapeutic modalities. The pertinent physics and physiology are reviewed. Clinical evaluation and clinical application are presented. The course reviews the physiology of pain and how pain can be modulated by use of therapeutic modalities. Topics covered in the course include the use of heat, cold, light, electricity, water, biofeedback, and intermittent compression. Principles of electrophysiological testing in neuromuscular diagnosis are presented. Laboratory exposure to all modality and electrophysiologic testing equipment and procedures is given. Two hours lecture, 2 hours lab/week.

PT. 390  Prof. Wagner  Clinical Education Seminar II  1 credit
This second seminar will prepare students for their first full-time internship. A thorough orientation to the clinical education component of the curriculum will be provided, focusing on expectations, objectives, goals and responsibilities. In addition, an emphasis will be placed on gaining familiarity with the medical record, conducting patient interviews, developing active listening skills and acquiring beginner level competency in professional documentation. Site selections for Internships # I and II will be made via a lottery system.

PT. 440  Dr. Barnes  Organization & Management in Physical Therapy  3 credits
Introduction to the management process with specific information devoted to inter- and intra-departmental relationships, leadership style and theories, motivation, and decision making. Topics related to administrative policies/procedures in the provision of patient services are discussed. A budget proposal and department design project is required. Three hours lecture/week.

PT. 451  Drs. Kosmahl, Sanko  Orthopaedic Physical Therapy II  3 credits
This course provides the student with the knowledge and skills required for the practice of entry-level sports and industrial physical therapy. Emphasis is placed on evaluation, treatment and restoration of functional capability. Prevention of injury during athletic performance and the workplace is considered. The therapist’s role as educator for the prevention of athletic and industrial injuries is discussed. Two hours lecture, 2 hours lab/week.

PT. 455  Prof. Zichettella, Staff  Pediatric Development  3 credits
This course is a comprehensive look at motor development from the pre-natal period through early childhood. Developmental motor and cognitive issues are discussed. Methods of developmental assessment are introduced and practiced. The second half of the course covers medical conditions specific to the pediatric population. An overview of physical therapy management of these conditions is discussed. The role of the physical therapist in the multi-disciplinary setting is presented. Lab experiences include: live observations and demonstrations, videos, applicable clinical research and field trips. Two hours lecture, 2 hours lab/week.

PT. 456  Prof. Zichettella  Approaches to Neurological Populations  4 credits
A study of classic and contemporary approaches in the assessment and treatment of neurological populations. Concepts of normal/abnormal movement, cognition and perception, proprioceptive neuromuscular facilitation, neurodevelopmental treatment and motor control/motor learning issues are discussed. There will be an in-depth analysis of assessment, documentation and treatment planning. Lab experiences will concentrate on treatment planning and application, with problem solving scenarios. Live demonstrations, videos, and applicable clinical research research will be incorporated into the learning process. Two hours lecture, 4 hours lab/week.

PT. 460  Staff  Clinical Sciences II  3 credits
Overview of the diagnosis, etiology, evaluation and treatment of diseases/disorders associated within the central and peripheral nervous systems. Specific applications for physical therapy intervention are discussed. Three hours lecture/week.

PT. 465  Prof. Wagner  Psychosocial Aspects of Physical Disabilities  3 credits
A comprehensive look at the psychosocial components of physical disabilities. Particular emphasis will be placed on understanding the psychological, behavioral, emotional and cognitive influences affecting rehabilitation outcomes. Selected physical conditions will be examined. Concepts regarding life stage development: stages of adjustment, strategies for intervention, sexuality, family adjustment and terminal illness will be explored. The impact of societal beliefs and values about the disabled will be discussed. Theories regarding the “therapeutic milieu” and professional burnout will be examined. Case presentations will supplement didactic material. Three hours lecture/week.
PT. 470 Dr. Sanko
Cardiopulmonary Physical Therapy  4 credits
An overview of the human physiological response to physical activity. Emphasis is placed on the acute and chronic adaptation of the body systems to activity by individuals in various states of health and disease throughout the lifespan. Principles of cardiopulmonary function, treatment, and rehabilitation are examined. Laboratory experiences are designed to illustrate these principles and develop skills necessary for their implementation. Three hours lecture, two hours lab/week.

PT. 477 Dr. Barnes
Teaching in Physical Therapy  2 credits
(Formally PT 377) Discussion of teaching, learning theories, and the roles of the PT as a teacher is offered. Development and implementation of learning experiences (emphasis is on the student as a facilitator of patient learning) and the process of presenting information are included. Two hours lecture/week.

PT. 480 Prof. Wagner
Internship I  2 credits
A five week, full-time introduction to the practice of physical therapy. The application of basic physical therapy procedures and patient management skills will be emphasized in a supervised general hospital, outpatient, orthopedic, sports, or industrial medicine setting. An inservice or case presentation will be required during the internship.

PT. 482 / 582 Dr. Barnes
Professional Development  2 credits
This course is designed to provide the student with the opportunity to explore, in increasing depth, an area of professional interest. A contract drawn between student and advisor is required. Optional.

PT. 490 Prof. Wagner
Clinical Education Seminar III  1 credit
These weekly discussions will further prepare students for their subsequent internships and ongoing professional practice. Goals, objectives, expectations, and responsibilities of Internship II will be clarified. Topics will include an analysis of individual learning and personality styles, assertiveness training and increased awareness of the cognitive influences on behavior. Case presentations will be used to promote the development of clinical problem solving skills.

PT. 493 Dr. Sanko
Introduction to Research  3 credits
Introduction to research including design selection, general concepts of data collection and analysis and the critical review of literature relevant to the field of physical therapy. Students are required to formulate a research hypothesis and submit a formal research proposal. Methods of research presentation are discussed. Three hours lecture/week.

PT. 555 Staff
Correlative Rehabilitation  4 credits
The evaluation and treatment of intermediate and long term patients with emphasis on prosthetics, orthotics, spinal cord injuries, burn and wound care, head trauma and speech disorders. Functional assessment of the activities of daily living will be covered in conjunction with wheelchair prescription. Three hours lecture, 2 lab hours/week.

PT. 556 Prof. Zechettella, Staff
Motor Control/Motor Learning  4 credits
This course introduces the science of motor control/motor learning including neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms of acquisition of movement are discussed. Methods of analysis of movement are introduced and practiced. Neuromotor and Neuropsychological research is investigated and clinical implications are discussed. Three hours lecture, 2 hours lab/week.

PT. 580 Prof. Wagner
Internship II  3 credits
A six-week, full-time intermediate level of physical therapy practice. The application of more highly developed therapeutic skills and techniques will be emphasized in a supervised general hospital, out-patient, sports, industrial medicine, orthopedic or private practice setting. An inservice or case presentation will be required during the internship.

PT. 581 Prof. Wagner
Internship III  12 credits
Two eight-week, full-time physical therapy advanced level internships. Increased independence and decision-making skills will be stressed in supervised general hospital, out-patient, sports medicine, industrial medicine, rehabilitation, private practice, pediatric or other "specialized" settings. Emphasis will focus on the integration of all didactic coursework directed at the goal of achieving "entry-level" clinical competence. An inservice, case presentation or research paper will be required during each internship.

PT. 584 Dr. Barnes
Special Topics in Health Care  2 credits
A discussion-centered course, the content will include the more contemporary issues in health care delivery. Emphasis on the provision of physical therapy services will be covered. Two hours lecture/week.

PT. 590 Prof. Wagner
Clinical Education Seminar IV  1 credit
The last in the series of clinical seminars, these monthly meetings will focus on establishing goals, objectives, expectations and responsibilities of the final two full-time "specialty" internships. Guidance for the selection of specialized sites will be available. Students will be required to develop individual "learning contracts" to foster optimal outcomes in the clinical setting. Information and assistance will be provided to prepare students for state licensing examinations. Questions and concerns regarding employment options will be addressed.

PT. 593 Dr. Sanko
Research Design and Implementation  2 credits
The last in the series of clinical seminars, the content will include the more contemporary issues in health care delivery. Emphasis on the provision of physical therapy services will be covered. Two hours lecture/week.
Dexter Hanley College has been an important part of the University for over half a century. Today it continues its tradition of programming for adult students, enabling them to accomplish their academic goals.
GOALS AND OBJECTIVES
Dexter Hanley College is committed to carrying out the Jesuit tradition by offering quality programs, quality services, and the opportunity for non-traditional students to accomplish their educational goals. Hanley College is dedicated to serving the local community and continually updates its programs and services in response to the community’s ever-changing needs.

Hanley College serves primarily the following five groups:

a. Adults who wish to pursue an undergraduate degree.
b. Students who wish to pursue an undergraduate degree on a part-time basis or attending evenings only.
c. Students who want to obtain an associate degree or certificate.
d. Students who want to improve their professional competence and/or to prepare themselves for new careers.
e. Adults who want to take advantage of educational programs for their own enrichment.

Hanley College is dedicated to helping students succeed by offering scholarship opportunities, life experience credits, and academic and career counseling.

DEGREE PROGRAMS
Dexter Hanley College students may attend courses offered in the day or at night. Students who can attend courses scheduled for mornings and afternoons may choose from degree programs in Group 1 or Group 2. Students who plan to attend only in the evening may select from Group 2.

Group 1: Courses that comprise the MAJOR for these degree programs are offered during the daytime only.

<table>
<thead>
<tr>
<th>BACHELOR’S DEGREE</th>
<th>ASSOCIATE DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>International Studies</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Medical Technology</td>
</tr>
<tr>
<td>Early Childhood Education*</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Elementary Education*</td>
<td>Nursing*</td>
</tr>
<tr>
<td>Secondary Education*</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Political Science</td>
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<tr>
<td>English</td>
<td>Psychology</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Sociology</td>
</tr>
<tr>
<td>International Language Business</td>
<td>Theology/Religious Studies</td>
</tr>
</tbody>
</table>

*Some courses in the MAJOR are available evenings.

Group 2: MAJOR, COGNATE and general education courses for these degrees are available night and day.

<table>
<thead>
<tr>
<th>BACHELOR’S DEGREE</th>
<th>ASSOCIATE DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>History</td>
</tr>
<tr>
<td>Communication</td>
<td>Human Services</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Management</td>
</tr>
<tr>
<td>Economics</td>
<td>Marketing</td>
</tr>
<tr>
<td>Finance</td>
<td>Nursing for R.N.s</td>
</tr>
<tr>
<td>Health Administration</td>
<td>Operations Management</td>
</tr>
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<td></td>
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<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
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<tr>
<td>Business</td>
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<tr>
<td>Computer Information Systems</td>
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<td>Criminal Justice</td>
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<td>Gerontology</td>
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<tr>
<td>Health Administration</td>
</tr>
<tr>
<td>Human Services</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
</tbody>
</table>
The Dexter Hanley College baccalaureate programs have the same general education requirements (usually 63 credits) as the corresponding programs in the College of Arts and Sciences, the School of Management, and the College of Health, Education and Human Resources. The distribution table for these general requirements is shown on pg. 21. It should be noted, however, that the physical education requirement, described on pg. 197, is waived for DHC students.

Curricular requirements for each degree program will be found on pages indicated in the index at the back of this catalog. Curricular information for Liberal Studies and Nursing for Registered Nurses, two degree programs unique to Hanley College, is available on pages 209-211.

ADMISSION INFORMATION

Application for Admission

Admission to Dexter Hanley College at the University of Scranton is based on the applicant’s academic record, life experiences, and motivation to continue education. Application forms may be obtained from the DHC Office or may be requested by phone (941-7580).

Admission of First-Time Students

Dexter Hanley College operates on a rolling admissions plan which means that applications are processed on a continual basis as they are received. All candidates are informed of the admission decision within two to three weeks after the completion of their file of supporting credentials.

To complete the application file, the candidate must have the following sent to the Hanley College Office:

1. A completed application form accompanied by the $15.00 application fee.
2. An official high school transcript (and Graduate Equivalency Diploma (GED), including scores, when applicable).

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College Office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

All prospective students are strongly encouraged to seek educational advising prior to the time of actual registration. Appointments for advising may be made by contacting the Hanley College Office (941-7580).
Admission of Transfer Students

Under the rolling admissions plan, transfer candidates may be considered on the basis of their last semester’s courses and previous work at an accredited college or university. Students who have been dismissed from another institution cannot apply to the University of Scranton any sooner than one full semester after the semester in which the dismissal took place. All candidates are informed of the admission decision within two to three weeks after completion of their file of supporting credentials.

To complete the application file, a transfer candidate must have the following sent to the Hanley College Office:

1. A completed application form accompanied by the $15.00 application fee.
2. Official high school transcripts.
3. Official transcripts, mailed directly from every college or university attended.

Official transcripts of high school and previous college courses (where applicable) must be submitted to the Dexter Hanley College Office not later than three weeks before the beginning of classes each semester so that the student may be considered for official admission to the College.

In general, advanced standing will be granted for previously completed courses when completed courses are equivalent to courses at the University, the student received grades of C or higher, and when courses are required for the specific program the student chooses upon entering Hanley College. If the student changes major at a later date, another review of transfer credits will be made at that time, and the student will be given a written evaluation clearly indicating the transfer credits that apply to the new major. In all cases, for a bachelor’s degree, transfer students must earn a minimum of 63 credits at the University of Scranton. Once a transfer student matriculates, the University policy on course transfers applies. (See page 20 of this catalog).

In the case of students transferring from other colleges within the University of Scranton, all coursework satisfactorily completed and applicable to the student’s program of study will be accepted in Dexter Hanley College.

Conditional Admission

A student may be admitted conditionally if official transcripts have not been received in the DHC Office before classes begin. The student whose official records have not been received within five weeks AFTER classes have begun will not be allowed to register for a subsequent term.

Upon receipt and evaluation of the official academic transcripts, the Hanley College Office will notify the student regarding acceptance or rejection. The student who is rejected will be allowed to finish the semester if he/she wishes to do so, but will not be allowed to register for subsequent terms. The student who is accepted will be subject to all rules, regulations, and policies of regularly enrolled students. Because official academic transcripts are necessary for effective academic advising, the student who enters under the conditional admission policy takes full responsibility for any errors in course selection and for all extra costs involved in making changes in class registrations.

Readmission

Once accepted to Dexter Hanley College, a student must maintain continuous enrollment. The dean may approve requests for one- and, on occasion, two-semester leaves of absence. Students who do not attend the University within a year may be required to complete a full application for readmission.
Developmental Placement Program

The goal of the Developmental Placement Program is to provide university-level learning opportunities for students who are just beginning their collegiate careers. The program provides an overview of the scholarly resources available at this university and carefully designs the kind of serious study projects that cultivate students’ critical thinking and reading skills, study habits, and oral and written expression, while adding to their general knowledge in a wide range of humanistic disciplines. The knowledge, understanding, and skills that students can gain by confronting the liberal arts tradition in the early stages of their university studies will provide them with a solid foundation for future coursework.

Admission of Special Students

Special students include those who have already completed a B.A. or B.S. degree at the University of Scranton or another institution, visiting students (matriculated at another institution), part-time students taking courses for “self-improvement,” and those admitted to Certificate Programs. Admission as a special student does not imply admission to candidacy for a degree. Special students must complete the application process for Hanley College.

Second Baccalaureate Degree

University of Scranton graduates and persons with good scholastic records and a baccalaureate degree from a regionally accredited institution, who wish to earn a second baccalaureate degree at the University of Scranton, must apply to Dexter Hanley College.

Candidates for a second baccalaureate degree are expected to complete a minimum of 63 semester hours at the University of Scranton beyond the completion of the studies for the first degree and pursue a discipline disparate from the discipline of the first degree. No semester hours from the first baccalaureate degree can be used toward this 63 semester hour requirement.

Grades for courses taken by University of Scranton graduates after completion of the requirements for the first baccalaureate degree will have no effect on the final GPA of the first degree.

Certificate Programs

Students wishing to complete a certificate program in Hanley College must meet the requirements specified by the appropriate department. (Details about the Certificate Programs currently available will be found on pages 217 - 220.)

Self-Improvement

Students who do not plan to work toward a degree or a certificate, must also file the application for admission and must arrange for official transcripts to be sent to the Hanley College Office.

Visiting Students

Students matriculated in other colleges or universities, who wish to take courses for credit at the University of Scranton, must present the written approval of their dean, or other authorized administrator for all courses taken at the University of Scranton. Reader courses are not available for visiting students.

Visiting students must complete an application form, but are not required to submit transcripts. Visiting students taking more than one course in any semester are required to attend orientation.
Readmission of Dismissed Students

If a student who has been dismissed from the University of Scranton wishes to apply for readmission to the University, the student may do so no sooner than one full semester after the semester in which the dismissal took place. Readmission is not automatic; the student will need to demonstrate that the conditions which led to dismissal will not present a continuing problem. If a student is dismissed a second time from the University, readmission is not permitted.

AUDITORS

Hanley students may register as auditors with the approval of the dean. Entry of the audit grade on the transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance. Auditors are not responsible for assigned work, quizzes, or examinations, and they receive no credit for the course. Students not enrolled as auditors who wish to change their status to that of auditor must do so by deadlines specified in the academic calendar on the inside front cover of this catalog. Auditing students pay the regular tuition and fees (see page 240).

CAREER DEVELOPMENT GUIDANCE CENTER

Hanley students who are unsure of their choice of major may participate in this free guidance program. Students will participate in small group or individual meetings and will use computer software designed to identify abilities and vocational preferences. This program covers individual assessment, resume writing, job search and interview techniques. A special career reference materials library is housed at the Center. Advisors in Hanley College, Career Services, and the Counseling Center are also available for consultation.
B.S. IN NURSING FOR R.N. STUDENTS
DR. DONA RINALDI CARPENTER, Director, R.N. Track

The registered nurse student is recognized as an adult learner who comes with a diversity of life experiences, education and clinical expertise, as well as motivation and ability to learn independently and collaboratively. To facilitate advanced placement, opportunity is provided for students to validate previously acquired educational and clinical competencies.

The nursing program, accredited by the National League for Nursing, is open to all registered nurses who meet admission requirements. The registered nurse student may enroll on either a full-time or part-time basis.

To apply for admission to the B.S. for R.N. track, students should submit the following with a completed application form and fee:

1. Official transcripts from high school, nursing school and other colleges attended.
2. A copy of current Pennsylvania Registered Nurse License.

Transcripts are individually reviewed and evaluated. Transfer courses, especially courses in the sciences, must be equivalent to courses in the nursing program at the University of Scranton (science courses taken at a non-degree program are accepted if they were taken at an affiliated college and received college credit); a grade of C or better must have been earned. If chemistry courses to be transferred do not have sufficient biochemistry, in the opinion of the faculty, the student may challenge Chem. 111 or enroll in the course.

Student Policies: R.N. Track

1. In order to continue in the nursing program, ordinarily the R.N. student must enroll in a minimum of one course in each regular semester.
2. The R.N. student is expected to complete the degree requirements within seven years from the date of admission. Fifty-seven credits in Nursing are required for the degree, 33 of which may be earned by verifying current employment or graduation through original R.N. program less than 10 years prior to acceptance. The 33 validation credits are posted on the student’s official transcript upon successful completion of Chem. 110-111, Bio. 110-111, Bio. 210, Nurs. 241 and Nurs. 242. The student must hold Junior status in the program.
3. Students must have completed at least 100 credits prior to enrollment in Nurs. 481 or 493. Completion of all coursework toward the baccalaureate degree is required prior to enrollment in Nurs. 490.
4. Nursing students must achieve a grade of C or better in the major and cognate courses. Once enrolled, all nursing courses must be taken at the University of Scranton.
5. Before students begin clinical work, they must submit a copy of their professional malpractice liability insurance policy, evidence of current licensure and CPR certification.
<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN</td>
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<tr>
<td>COGNATE</td>
<td>Chem. 110-111</td>
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<td></td>
<td>Introduction to Chemistry</td>
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</tr>
<tr>
<td></td>
<td>I-II *</td>
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</tr>
<tr>
<td>COGNATE</td>
<td>Bio. 110-111</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Structure &amp; Function</td>
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</tr>
<tr>
<td>GE AREA II</td>
<td>Psych 110</td>
<td>3</td>
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<tr>
<td></td>
<td>Fundamentals of Psychology</td>
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<td></td>
<td>* *</td>
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<tr>
<td>GE AREA IV</td>
<td>Humanities</td>
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<tr>
<td></td>
<td>Electives</td>
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<tr>
<td>GE AREA V</td>
<td>Phil. 120</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to Philosophy</td>
<td></td>
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<tr>
<td>GE AREA V</td>
<td>T/RS 121</td>
<td>3</td>
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<tr>
<td></td>
<td>Theology I</td>
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<tr>
<td></td>
<td>**</td>
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<tr>
<td>SOPHOMORE</td>
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<tr>
<td>MAJOR</td>
<td>Nursing 241</td>
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<td></td>
<td>Perspectives in Professional Nursing</td>
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<td>MAJOR</td>
<td>Nursing 242</td>
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<tr>
<td></td>
<td>Nursing Related to</td>
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</tr>
<tr>
<td></td>
<td>Assessment of Health Patterns</td>
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<td>COGNATE</td>
<td>Bio. 210</td>
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<td></td>
<td>Intro to Medical Microbiology</td>
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<tr>
<td>COGNATE</td>
<td>Math 204</td>
<td>3</td>
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<tr>
<td></td>
<td>Special Topics of Statistics</td>
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<tr>
<td>GE AREA II</td>
<td>Psych 221-224</td>
<td>6</td>
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<tr>
<td></td>
<td>Childhood Adolescence ***, Personality ***,</td>
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<td>GE AREA III</td>
<td>English 107</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Composition</td>
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<tr>
<td>GE AREA III</td>
<td>Comm. 100</td>
<td>3</td>
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<tr>
<td></td>
<td>Public Speaking</td>
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<tr>
<td>GE AREA IV</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<tr>
<td>GE AREA V</td>
<td>Phil. 210-212</td>
<td>6</td>
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<tr>
<td></td>
<td>Ethics - Medical Ethics **</td>
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<td></td>
<td>*</td>
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<tr>
<td></td>
<td>**</td>
<td></td>
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<tr>
<td>JUNIOR</td>
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<td>33</td>
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<td>GE AREA IV</td>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>GE AREA V</td>
<td>T/RS 122</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Nursing Validation Credits</td>
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<tr>
<td>SENIOR</td>
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<tr>
<td>MAJOR</td>
<td>Nursing 481</td>
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<td>Community Nursing</td>
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<td>MAJOR</td>
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<td>Research in Nursing</td>
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<tr>
<td>MAJOR</td>
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<td>6</td>
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<td></td>
<td>Synthesis of Nursing Concepts Related to Leadership Management Roles</td>
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<td>MAJOR</td>
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<td>Independent Study</td>
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<tr>
<td>GE AREA V</td>
<td>T/RS - Phil.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
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<td>GE FREE</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>**</td>
<td></td>
</tr>
</tbody>
</table>

* Chem. 111 and transfer credits may replace Chem. 110 and 111 upon recommendation of the R.N. program advisor.

** Bio. 112 (2 cr.) and transfer credits may replace these courses upon recommendation of R.N. program advisor.

*** Department recommendation.
LIBERAL STUDIES

The Liberal Studies major is a highly individualized program offered exclusively through Dexter Hanley College. Applicants who have attended other accredited colleges may transfer up to 60 credits for applicable courses in which a grade of “C” or better was earned. Students who qualify for this interdisciplinary degree program are eligible to earn as many as 30 semester hours for academically relevant experience. (See page 221). Degree requirements for the Liberal Studies major are outlined in the chart which follows.

In developing the areas of concentration, the student will select 3 or 4 fields of study, with at least 12 credits and no more than 21 credits in any single field. Careful attention must be given to selecting the areas of study as well as to determining the number of credits to be taken in each area selected. Thus, the student may be asked to seek advice from faculty members in several departments before drawing up a final degree plan.

No more than 30 credits are allowed in the concentration areas in business courses, in keeping with AACSB accreditation guidelines.

DEGREE REQUIREMENTS FOR LIBERAL STUDIES

<table>
<thead>
<tr>
<th>General Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I Natural Sciences/Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Area II Social/Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Area III Communication *</td>
<td>9</td>
</tr>
<tr>
<td>Area IV Humanities</td>
<td>18</td>
</tr>
<tr>
<td>Area V Philosophy/Theology</td>
<td>18</td>
</tr>
<tr>
<td>(Eng. &amp; Foreign Literature, Art, Music, History)</td>
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</tr>
<tr>
<td>Area V Philosophy/Theology</td>
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<tr>
<td>(Phil. 120 &amp; 210—T/RS 121 &amp; 122)</td>
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</tr>
<tr>
<td></td>
<td>2 other Philosophy or T/RS electives)</td>
</tr>
<tr>
<td>Free Area Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Areas of Concentration:
(A) ...........................................................................
(B) ...........................................................................
(C) ...........................................................................
(D) ...........................................................................

TOTAL: 123 credits

* Students will take Comm. 100 and Engl. 107 unless exempted by the University. Students exempt from either Comm. 100 or Engl. 107 are encouraged to take a course in Comm. or Wrtg. for each exempted course.
ASSOCIATE DEGREES

ASSOCIATE IN ARTS

The Associate in Arts is often classified as the Liberal Arts “transfer degree” in that it provides the student with a broad exposure to the arts and sciences.

Degree Requirements for Associate in Arts

Each candidate for the degree must complete 60 semester hours of credit. Of these, 54 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, social/behavioral sciences, philosophy, theology/religious studies, and natural sciences/mathematics. The remaining six semester hours are allotted to free electives. Applicants who have attended other accredited colleges may transfer up to 30 credits for applicable courses in which a grade of “C” or better was earned. An outline of the degree credit requirements follows:

Credits Required by Area of Study

| Area I | Natural Sciences/Mathematics | 9 |
| Area II | Social/Behavioral Sciences | 9 |
| Area III | Communication: Comm. 100 — Public Speaking | 3 |
| | ENGL 107 — Composition | 3 |
| | Elective | 3 |
| Area IV | Art. History, Literature, Music, Theatre | 18 |
| Area V | Phil. 120 — Introduction to Philosophy | 3 |
| | T/RS 121 — Theology I | 3 |
| | Phil 210-Ethics or T/RS 122-Theology II | 3 |
| Free Area | Electives | 6 |

TOTAL: 60 credits

ASSOCIATE DEGREES IN CAREER-RELATED FIELDS

The Associate of Science degree in career-related fields has been designed as the natural companion to the Bachelor of Science degrees in those majors. Course requirements follow:

BUSINESS

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Math 106, 107</td>
<td>Quantitative Methods I, II</td>
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<tr>
<td>Area II</td>
<td>Eco. 153, 154</td>
<td>Principles of Micro.-Macro. Economics</td>
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<tr>
<td></td>
<td>Social/Behav. Sci.</td>
<td>Elective</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td>Comm. 100</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>CMPS 104</td>
<td>Computing for Business &amp; Social Sciences</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>Electives</td>
</tr>
<tr>
<td>Area V</td>
<td>Phil. 120 - T/RS 121</td>
<td>Introduction to Philosophy - Theology I</td>
</tr>
<tr>
<td></td>
<td>Phil. 210 or T/RS 122</td>
<td>Ethics or Theology II</td>
</tr>
<tr>
<td>Major/Cognates</td>
<td>Mgt. 161</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td></td>
<td>Acc. 253, 254</td>
<td>Financial/Managerial Accounting</td>
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<tr>
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<td>Stat. 251, 252</td>
<td>Statistics for Business, I, II</td>
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<tr>
<td></td>
<td>Mgt. 251</td>
<td>Legal Environment of Business</td>
</tr>
</tbody>
</table>

TOTAL: 60 credits

NOTE: Students who complete the associate degree in business and wish to continue toward the B.S. in accounting, economics, finance, management, marketing, or production and operations management, must have attained a 2.0 in major and cognate courses and an overall G.P.A. of 2.5.
## COMPUTER INFORMATION SYSTEMS

### General Education

<table>
<thead>
<tr>
<th>Area</th>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Math 142, 114</td>
<td>Discrete Structures, Analysis I*</td>
<td>8</td>
</tr>
<tr>
<td>II</td>
<td>Eco. 153-154 or</td>
<td>Principles of Micro.-Macro. Economics*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pol. Sci. 110-111</td>
<td>Intro. to Public Administration* <em>, Public Policy</em> *, Public Speaking</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>ENGL 107</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WRTG 211</td>
<td>Technical and Business Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comm. 100</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>Humanities</td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>V</td>
<td>Phil. 120 - T/RS 121</td>
<td>Introduction to Philosophy - Theology I</td>
<td>6</td>
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<tr>
<td></td>
<td>Phil. 210 or T/RS 122</td>
<td>Ethics or Theology II</td>
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<tr>
<td>Free</td>
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### Major/Cognates

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMPS 134, 144</td>
<td>Computer Science I, II</td>
</tr>
<tr>
<td>CMPS 240</td>
<td>Data Structures</td>
</tr>
<tr>
<td>CMPS 250</td>
<td>Machine Organization &amp; Assembly Language Programming</td>
</tr>
<tr>
<td>CMPS 330</td>
<td>Information Systems</td>
</tr>
<tr>
<td>CMPS 340</td>
<td>File Processing</td>
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TOTAL: 64/65 credits

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### CRIMINAL JUSTICE

### General Education

<table>
<thead>
<tr>
<th>Area</th>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Nurs. 100 *</td>
<td>Family Health</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>Soc. 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psych. 110</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Soc. 224 *</td>
<td>American Minority Groups</td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td>Comm. 100</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td></td>
<td>ENGL 107</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 104 *</td>
<td>Computing for Business &amp; Social Sciences</td>
<td>3</td>
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<tr>
<td>IV</td>
<td>Humanities</td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>V</td>
<td>T/RS 121 - Phil. 120</td>
<td>Theology I - Intro. to Philosophy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>T/RS 122 or Phil. 210</td>
<td>Theology II or Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Free</td>
<td>Elective</td>
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### Major/Cognates

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJ 110</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>S/CJ 210</td>
<td>Law and Society</td>
</tr>
<tr>
<td>S/CJ 212</td>
<td>Criminological Research</td>
</tr>
<tr>
<td>S/CJ 213</td>
<td>Criminology</td>
</tr>
<tr>
<td>Major</td>
<td>Electives</td>
</tr>
</tbody>
</table>

TOTAL: 60 credits

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*Recommended courses

---

* Math 103 if needed preliminary to taking Math 114 (4 cr.)

** Recommended for associate degree; required for bachelor’s degree.
### ELECTRICAL ENGINEERING

**General Education**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Math 103, * 114</td>
<td>Pre-Calculus, Analysis I</td>
</tr>
<tr>
<td>Area II</td>
<td>Soc./Behav. Sci.</td>
<td>Elective</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107</td>
<td>Composition</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>Electives</td>
</tr>
<tr>
<td>Area V</td>
<td>Phil. 120 - T/RS 121</td>
<td>Intro. to Philosophy - Theology I</td>
</tr>
</tbody>
</table>

**Major/Cognates**

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phys. 140, 141</td>
<td>Elements of Physics (&amp; labs)</td>
</tr>
<tr>
<td>Phys. 270</td>
<td>Elements of Modern Physics</td>
</tr>
<tr>
<td>Math 221, 222</td>
<td>Analysis II, III</td>
</tr>
<tr>
<td>CMPS 134</td>
<td>Computer Science I</td>
</tr>
<tr>
<td>Engr. 252</td>
<td>Solid State Materials Science</td>
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<tr>
<td>Engr. 253-4</td>
<td>Introduction to Computer Aided Design-3D Design</td>
</tr>
<tr>
<td>EE. 241</td>
<td>Circuit Analysis (&amp; lab)</td>
</tr>
<tr>
<td>EE. 240</td>
<td>Digital Circuits</td>
</tr>
<tr>
<td>EE. 343</td>
<td>Electronic Circuits I</td>
</tr>
<tr>
<td>EE. 243L</td>
<td>Digital System Design Lab</td>
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</table>

**TOTAL: 69 credits**

*S Math 103, required in the Associate Degree program, is not required for a bachelor’s degree in Electrical Engineering unless so determined by math placement testing. Math 005 may also be required, as determined by math placement testing.*

### GERONTOLOGY

**General Education**

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Area I</td>
<td>Biol. 101 - 102 *</td>
<td>General Biological Science</td>
</tr>
<tr>
<td>Area II</td>
<td>Soc. 110</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>Psych. 110</td>
<td>Fundamentals of Psychology</td>
</tr>
<tr>
<td></td>
<td>Psych. 222</td>
<td>Adulthood &amp; Aging</td>
</tr>
<tr>
<td></td>
<td>HADM 112</td>
<td>Health Systems</td>
</tr>
<tr>
<td>Area III</td>
<td>Comm. 100</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>Electives</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 - Phil 120</td>
<td>Theology I - Intro to Philosophy</td>
</tr>
<tr>
<td></td>
<td>T/RS 122 or Phil. 210</td>
<td>Theology II or Ethics</td>
</tr>
<tr>
<td>Free Area</td>
<td>Elective</td>
<td>Elective</td>
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</table>

**TOTAL: 60 credits**

*Recommended Courses*

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Gero. 110</td>
<td>Introduction to Gerontology</td>
</tr>
<tr>
<td>Gero. 230</td>
<td>Social Policy and Aging</td>
</tr>
<tr>
<td>Gero. 232</td>
<td>Aging and Death</td>
</tr>
<tr>
<td>Major</td>
<td>Electives</td>
</tr>
</tbody>
</table>

**TOTAL: 60 credits**

214
HEALTH ADMINISTRATION

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Acc. 253 - 254 - Financial/Managerial Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107 - Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comm. 100 - Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 104 - Computing for Business &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 - Phil. 120 - Theology I - Intro. to Philosophy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>T/RS 122 or Phil. 210 - Theology II or Ethics</td>
<td>3</td>
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<tr>
<td>Free Area</td>
<td>Electives</td>
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Major/Cognate

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HADM 111</td>
<td>Introduction to Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HADM 112</td>
<td>Health Systems</td>
<td>3</td>
</tr>
<tr>
<td>HADM 312</td>
<td>Health Finance</td>
<td>3</td>
</tr>
<tr>
<td>HADM 313</td>
<td>Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HADM Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Cognate</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL: 60 credits

Students must complete a minimum of 40 hours of community service in addition to completing courses specified, to earn the associate degree in health administration. (These hours will apply to the 80 hours required for a bachelor’s degree if students continue in the bachelor’s program.)

NOTE: Students who complete the associate degree in health administration and wish to continue toward the B.S. in health administration must have attained a 2.5 G.P.A. in the major.

HUMAN SERVICES

General Education

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Area III</td>
<td>ENGL 107 - Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comm. 100 - Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 104* - Computing for Business &amp; Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Area IV</td>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 - Phil. 120 - Theology I - Intro. to Philosophy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>T/RS 122 or Phil. 210 - Theology II or Ethics</td>
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Major/Cognate

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 111</td>
<td>Introduction to Human Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>HS 112</td>
<td>Human Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>HS 241</td>
<td>Case Management &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>HS 242</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>HS Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Cognate</td>
<td>Electives</td>
<td>6</td>
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</tbody>
</table>

TOTAL: 60 credits

Students must complete a minimum of 40 hours of community service in addition to completing courses specified, to earn the associate degree in human services. (These hours will apply to the 80 hours required for a bachelor’s degree if students continue in the bachelor’s program.)

NOTE: Students who complete the associate degree in human services and wish to continue toward the B.S. in human services must have attained a 2.5 G.P.A. in the major.
POLITICAL SCIENCE
PUBLIC ADMINISTRATION

To earn the Associate of Science degree in Political Science or Public Administration, the student must successfully complete 60 semester hours of credit. Of these, 42 credits must be earned in the Liberal Arts, according to a prescribed plan covering the humanities, philosophy, theology/religious studies, social/behavioral sciences, and natural sciences/mathematics. Twelve additional credits must be earned in the major field. The remaining six semester hours are allotted to free electives in either the area of specialization or any other field. An outline of the degree credit requirement is provided below.

Credits Required by Area of Study
Area I  Natural Science (Biology; Chemistry; Mathematics; Physics) 6
Area II  Social/Behavior (Business; Economics; Human Services; Psychology; Criminal Justice; Pol./Sci.; Sociology) 9
Area III  Communication (ENGL 107 and COMM 100, plus one elective) 9
Area IV  Humanities (Fine Arts; History; Literature) 9
Area V  Philosophy & T/RS (PHIL 120 and T/RS 121; Phil. 210 or T/RS 122) 9
Free Area  Electives 6
Major Electives 12
TOTAL: 60 credits

SOCIOCY

General Education

<table>
<thead>
<tr>
<th>Area</th>
<th>Dept. and No.</th>
<th>Description of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I</td>
<td>Nurs. 100 *</td>
<td>Family Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nat. Sci/Math</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Area II</td>
<td>Psych. 110 - Elective</td>
<td>Fundamentals of Psychology - Psych. Elective</td>
<td>6</td>
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<tr>
<td></td>
<td>HS 241 * or HS 110</td>
<td>School Management &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>Area III</td>
<td>Comm. 100</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 107</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMPS 104 *</td>
<td>Computing for Business &amp; Social Sciences</td>
<td>3</td>
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<tr>
<td>Area IV</td>
<td>Humanities</td>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>Area V</td>
<td>T/RS 121 - Phil. 120</td>
<td>Theology I - Intro. to Philosophy</td>
<td>6</td>
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<td>T/RS 122 or Phil. 210</td>
<td>Theology II or Ethics</td>
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<tr>
<td>Free Area</td>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Major/Cognate

| Soc. 110 | Introduction to Sociology | 3       |
| Soc. 112 | Social Problems           | 3       |
| Soc. 231 | Urban Sociology           | 3       |
| Soc. 318 | Sociological Theory       | 3       |
| Major    | Elective                  | 3       |

TOTAL: 60 credits

* Recommended courses
CERTIFICATES FOR ACADEMIC CREDIT

A Certificate Program is an educational opportunity to gain professional knowledge or training in a specific field before or after pursuing a degree. Students enroll in the undergraduate certificate programs with a variety of educational backgrounds ranging from having completed no college work to having earned a degree.

The courses a certificate student takes are part of the regular curriculum of the University. Certificate programs are comprised of eight academic credit courses that are recorded permanently on a transcript. Some certificates also include guided learning experiences.

In order to earn a certificate, a student must maintain at least a C average in the certificate courses and must successfully complete any other requirements as stipulated for a specific certificate program. Generally, no more than six credits may be transferred into a certificate program.

Application to a certificate program is made through the Director of Admissions in Dexter Hanley College. After a student’s application is approved, the student is accepted into the program and may then register. A student is responsible for conferring with an advisor before registering and as needed in the course of earning the certificate.

In certain certificate programs, the required courses may be waived on the basis of prior experience. Certificates available include Advertising/Public Relations, Chemical Abuse Counseling, Computer Information Systems, Drama/Theatre, Gerontology, Health Administration, and Human Services. The Business/Management certificates are Level I: Business; Level II: Accounting, Personnel Management, and Pre-MBA.

Students enrolled in a 24-credit certificate program, taking at least 3 credits per semester, may be eligible for financial aid. The Financial Aid Office should be contacted for further details.

CERTIFICATE IN ADVERTISING/PUBLIC RELATIONS *

A program designed for adults who are seeking entry-level or advancement opportunities in advertising, promotion, and public relations. Students with life-experience in advertising, promotion, or public relations may wish to take the more advanced courses. An advisor should be consulted before doing so.

Required Courses:
COMM 120 Mass Communication
COMM 224 Newswriting (or COMM 324 Advanced Newswriting)
COMM 225 Advertising (or COMM 325 Advanced Advertising)
COMM 226 Writing for Public Relations (or COMM 227 Public Relations)

Elective Courses (select four):
COMM 110 Interpersonal Communication
COMM 210 Logical and Rhetorical Analysis
COMM 214 Small Group Communication
COMM 220 Responsibility in Communication
COMM 227 Public Relations
COMM 280 Advanced Public Speaking
COMM 311 Political Communication
COMM 312 Organizational Communication
COMM 323 TV Journalism
COMM 324 Advanced Newswriting

COMM 325 Advertising Copywriting
COMM 327 Public Relations Cases
COMM 328 News Editing
COMM 329 Graphics
COMM 331 Mass Media Management
COMM 334 Broadcast Programming
COMM 380 Advertising Practicum
COMM 410 Communication Theory & Research
COMM 411 Persuasion and Propaganda
COMM 482 Directed Independent Study

* Some daytime courses will be required.
CERTIFICATE IN CHEMICAL ABUSE COUNSELING
(24 credits)
A program designed for individuals interested in the field of substance abuse intervention. This program also has been approved by the Pennsylvania Chemical Abuse Certification Board for 45 hours toward certification, or 30 hours toward recertification.

Certified Allied Addiction Practitioner (CAAP) requirements:
1. Two years direct drug/alcohol services
2. 50 hours of education relevant to field of addiction, including six hours of ethics
3. 50 hours of supervision in core skill areas
4. Written examination

Required Courses:  Elective Courses (Select three courses):
HS 241: Case Management and Interviewing  HS 112: Human Service Systems
HS 242: Counseling Theories  HS 323: Psychiatric Rehabilitation
HS 421: Addictions  HS 331: Health & Behavior
HS 422: Substance Abuse Education  HS 334: Marital & Family Counseling
HS 423: Health and Legal Aspects of Substance Abuse  HS 341: Group Dynamics

NOTE: Students who complete the certificate in chemical abuse counseling and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.

CERTIFICATE IN COMPUTER INFORMATION SYSTEMS
(24 credits)
This program is designed to introduce individuals to computers, and to expand the required math and programming skills needed for data analysis. The program targets:
1. Individuals presently in business who need to develop a greater familiarity with computer applications.
2. Individuals who are seeking to develop entry-level skills necessary for business computing.

Required Courses:  Electives (Select 2 courses):
MATH 142: Discrete Structures *  CMPS 240: Data Structures
CMPS 134: Computer Science I  CMPS 331: Systems Analysis and Design
CMPS 144: Computer Science II  CMPS 341: Database Systems
CMPS 330: Information Systems Analysis
CMPS 340: File Processing

* Some pre-requisite courses may be required, as determined by math placement testing.
CERTIFICATES IN GERONTOLOGY*
(24 credits)
A program designed to meet the needs of persons either currently employed in the field of aging by providing course work designed to increase and refine knowledge and practitioner skills (ADVANCED CERTIFICATE PROGRAM); or a program for persons with some previous college experience who are considering a career in the field of gerontology.

BASIC
Required Courses: Electives (Select five courses):
Gero. 110: Intro. to Gerontology
Gero. 230: Social Policy & Aging
Gero. 232: Aging & Death
Gero. 112: Social Problems of Aging
Gero. 212: Aging & the Life Cycle
Gero. 214: Aging & Human Behavior
Gero. 216: Aging & The Community
Gero. 218: Health & Aging* *
Gero. 220: Crime & Aging

ADVANCED
Required Courses: Electives (Select six courses):
Gero. 110: Intro. to Gerontology
Gero. 218: Health & Aging
Gero. 112: Social Problems of Aging
Gero. 210: Aging Around the World
Gero. 212: Aging & The Life Cycle
Gero. 214: Aging & Human Behavior
Gero. 216: Aging & The Community
Gero. 220: Crime & Aging
Gero. 230: Social Policy and Aging
Gero. 232: Aging & Death
Gero. 382: Independent Study
Gero. 480, 481: Practicum in Gerontology

* Some daytime courses may be required.
**Recommended

CERTIFICATE IN HEALTH ADMINISTRATION
(24 credits)
A program for adults who seek to develop administrative skills in the field of health administration.

Required Courses:
HADM 111: Introduction to Health Administration
HADM 112: Health Systems
HADM 213: Supervising Health Professionals
HADM 313: Health Administration
HADM 441: Issues in Health Care Administration
HADM: Electives (9 credits)

NOTE: Students who complete the certificate in health administration and wish to continue toward the associate or B.S. degree in health administration must have attained a 2.5 G.P.A.

CERTIFICATE IN HUMAN SERVICES
(24 credits)
A program for individuals who seek to develop skills in and familiarity with human services systems and interventions.

Required Courses:
HS 111: Introduction to Human Adjustment
HS 112: Human Services Systems
HS 241: Case Management and Interviewing
HS 242: Counseling Theories
HS 441: Crisis Intervention
HS: Electives (9 credits)

NOTE: Students who complete the certificate in human services and wish to continue toward the associate or B.S. degree in human services must have attained a 2.5 G.P.A.
CERTIFICATE PROGRAMS IN BUSINESS/MANAGEMENT

LEVEL I

The Level I certificate program in Business will comprise 24 credits, with no more than 6 credits allowed by way of transfer from another college. The Level I program is open to any qualified students (i.e., those who meet DHC entrance requirements).

BUSINESS
(24 credits)
Mgt. 161: Introduction to Business
Acc. 253, 254: Financial Accounting — Managerial Accounting
Eco. 153, 154: Principles of Microeconomics, Macroeconomics
Mgt. 251: Legal Environment of Business
CMPS 104: Computing for Business & Social Sciences
Free Elective (Advisor Approved)

LEVEL II

Level II certificate programs will comprise 24 credits, with no more than 6 credits allowed by way of transfer from another approved college. Level II programs are open only to students who have achieved junior status, and have completed the appropriate Level I program, or to post-baccalaureate self-improvement students. In the latter case, students may be required to take prerequisite courses for any required courses in the certificate program.

The Level II certificate in Accounting, plus an earned baccalaureate degree, provides the student with adequate course work to meet Pennsylvania’s requirement to sit for the C.P.A. examination. However, both New York and New Jersey require additional credits in Finance (6 credits) and Business Law (3 credits) to sit for the exam. (One of these courses could be taken as the Free Elective in Level I.) The student should consult an advisor in the School of Management to ensure that they take the correct courses to satisfy the requirements of states other than Pennsylvania.

ACCOUNTING
(24 credits)
Acc. 251, 252: Financial Accounting I, II
Acc. 361, 362: Intermediate Accounting I, II
Acc. 363, 364: Federal Taxes—Auditing Theory
Acc. 461, 470: Cost Accounting—Law for Accountants

PERSONNEL MANAGEMENT
(24 credits)
Mgt. 351: Principles of Management I
Mgt. 352: Principles of Management II
Mgt. 361: Personnel Management
Free electives: Six credits, approved by advisor.

PRE-MBA
(24 credits)
Acc. 210: Survey of Managerial & Financial Accounting (or ACC. 253 & 254)
Econ. 210: Essentials of Economic Theory (or Econ. 153 & 154)
Fin. 351: Introduction to Finance
Mkt. 351: Intro. to Marketing
Mgt. 251: Legal Environment of Business
Mgt. 351: Principles of Management I
OIM 210: Quantitative Methods I (or Math 106 & 107)
OIM 211: Quantitative Methods II (or QMS 251 & OIM 351)

PRE-MBA
(24 credits)
Acc. 210: Survey of Managerial & Financial Accounting (or ACC. 253 & 254)
Econ. 210: Essentials of Economic Theory (or Econ. 153 & 154)
Fin. 351: Introduction to Finance
Mkt. 351: Intro. to Marketing
Mgt. 251: Legal Environment of Business
Mgt. 351: Principles of Management I
OIM 210: Quantitative Methods I (or Math 106 & 107)
OIM 211: Quantitative Methods II (or QMS 251 & OIM 351)
TELE COURSES

Telecourses meet a need of DHC students who have difficulty attending classes on campus. Courses are normally shown one hour per week on the regional PBS affiliate, WVIA-TV. Meetings with instructors are reduced from the typical three hours per week. These courses are geared to highly motivated students capable of doing independent work. (Courses offered vary each semester.)

CREDIT FOR ACADEMICALLY RELEVANT LEARNING

Hanley College provides opportunities for students to earn credit for university level learning that takes place outside the classroom setting. A maximum of 30 credits will be awarded for extra institutional learning, excluding military credit. This includes CLEP, PEP, ACT, portfolio credit, DANTES, and PONSI credit. (Advanced placement credit is considered separately.)

College-Level Examination Program (CLEP)

College-Level Examination Program has been established to enable students of all ages to earn college credit by examination. Through the CLEP tests, applicants may gain credit in many academic subjects applicable to their degree programs. Individuals who wish further information about these examinations should consult the Hanley College Director of Advising or write directly to the Program Director, College-Level Examination Program, College Entrance Examination Board, Box 1824, Princeton, N.J. 08540.

Assessment of Prior Learning

Many students have acquired “experiential learning” outside a formal college or university classroom in jobs, military service, or nonaccredited institutions. One who wishes to have this learning assessed for possible credit will enroll in the one-semester course, Educ. 101 to document relevant experiences and the knowledge gained from them for departmental review. Faculty evaluators from the appropriate department(s) will evaluate the portfolio and may recommend a credit award for the student’s learning. For further information about this program, contact a Hanley College advisor (941-7580).

EDUC. 101
Fundamentals of Adult Development and Experiential Learning
Dr. Adams
3 credits

The course provides learners with a basic knowledge of adult learning and development theories as a framework for understanding themselves as learners. Through self-assessment of their learning styles, personality factors, value systems, interests, and previously acquired learning, they will gain an understanding of the factors which facilitate and/or inhibit their pursuit of higher learning. This course also assists learners in developing a portfolio of their learning experiences to be reviewed for college. Dexter Hanley students only: permission of instructor required.
ACADEMIC REGULATIONS

Sequences of Study/Prerequisites

Students enrolled in degree programs in Hanley College are strongly advised to follow the sequence of studies listed for their chosen major as closely as possible. So students may be assured of having the adequate background for the successful completion of certain courses, prerequisite courses are sometimes listed. The course description in the earlier pages of this Bulletin contain the necessary information on prerequisites. In some cases practical experience may compensate for the lack of prerequisite courses, but such requests for exceptions must be approved by the departmental advisor. Students should also check with their departments for specific scheduling information on course sequences in their major. Since not all required courses are offered each semester, careful planning should be done in advance to assure smooth progress through the degree program.

Hanley College students should consult pages 23 - 28 of this catalog for academic regulations common to all four undergraduate colleges of the University. They should be aware of the following policies which relate specifically to those enrolled in DHC:

Registration Limitations

Dexter Hanley College students may take courses offered by other colleges of the University on a space available basis, provided the student meets the conditions for registration as set forth by the Deans and announced prior to each registration period.

Deans’ List

Since many students in Hanley College are enrolled on a part-time basis, the Deans’ List criteria for this school differ somewhat from those described on page 25. Students in DHC may earn Deans’ List distinction provided they carry at least two courses (at least 6 credits) during the semester and earn at least a 3.50 G.P.A, with no grade code of NG, LD+, D, F or U. The Deans’ List is published at the end of the fall and spring terms each year.

CAMPUS LIFE

Hanley students should consult the Dexter Hanley College Student Handbook for information about such practical matters as I.D. cards, parking permits, and opportunities for commuter participation in various aspects of University life. DHC participation in campus government is provided though the Hanley College Student Council and through Hanley College representation on the University Senate.
### TUITION AND FEES 1996-97

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanley College Tuition: (full-time)</td>
<td>$415. per credit</td>
</tr>
<tr>
<td>(part-time)</td>
<td>$347. per credit</td>
</tr>
<tr>
<td>(all Intersession ’97 courses)</td>
<td>$415. per credit</td>
</tr>
<tr>
<td>University Fee for Hanley Students: (full-time)</td>
<td>$395. per semester</td>
</tr>
<tr>
<td>(part-time)</td>
<td>$ 35. per semester</td>
</tr>
<tr>
<td>I.D. Photo</td>
<td>$ 20.</td>
</tr>
<tr>
<td>Schedule Change Fee</td>
<td>$ 15.</td>
</tr>
<tr>
<td>Health Service Fee (full-time)</td>
<td>$ 65. per semester</td>
</tr>
<tr>
<td>Recreational Complex Use Fee (optional for part-time students):</td>
<td>$ 65. per semester</td>
</tr>
<tr>
<td>Application Fee for Hanley Students:</td>
<td>$ 15.</td>
</tr>
<tr>
<td>Orientation Fee for Hanley Students:</td>
<td>$ 20.</td>
</tr>
<tr>
<td>Prior Learning Portfolio Review Fee:</td>
<td>$ 30. per credit</td>
</tr>
<tr>
<td></td>
<td>plus $25. test administration fee per exam</td>
</tr>
</tbody>
</table>

The orientation fee is refunded only when a student withdraws from the University prior to orientation.

Full time students in Dexter Hanley College who can justify having the recreational, athletic (both parts of the University fee), and health services fee waived, may petition the Dean of DHC for a waiver. This must be done each semester.

Other course and service fees common to all undergraduates are found in the next section of this Catalog, pg. 240.

### FAMILY PROGRAM

Whenever at least one dependent child from a family or a spouse is in attendance at the University as a full-time undergraduate student, a special family tuition reduction policy will apply for a parent/spouse enrolled as a full-time student in Dexter Hanley College. The amount of Tuition Credit that will be awarded each semester will be calculated after other financial aid has been applied by the Treasurer’s Office personnel. Forms and additional information may be obtained from the Treasurer’s Office or from Hanley College.

### TUITION POLICY FOR SENIOR CITIZENS

Persons 60 years of age or older may audit undergraduate courses at the University through Dexter Hanley College at no tuition charge, on a “space-available” basis. Fees and other costs of courses (e.g., textbooks) are assessed at the normal rate. The student must complete the senior citizen tuition waiver form and the registration process, including returning the remittance form.

Persons 60 years of age or older may take undergraduate courses for credit through Dexter Hanley College at 50 percent tuition. These reductions are applicable only after the person has applied for and received any form of financial assistance normally available (e.g., State and Federal assistance, and employer reimbursement). The student must complete the senior citizen tuition waiver form and the registration process, including returning the remittance form.

Senior citizen students must complete the full application process, including submission of all official transcripts.

### HIGH SCHOOL SCHOLARS

The University offers a special summer program for high school students who have completed their sophomore or junior year with a minimum of a B+ grade average. These students may take summer undergraduate courses, up to one per session, for credit or audit at the special tuition rate of $100 per credit. Tuition grants are available to individuals with demonstrated financial need. Grants are limited to one course. Further information about the program is available from Janet Gilroy, Director of the High School Scholars Program, at (717) 941-7580 or FAX: (717) 941-7937.
FINANCIAL AID FOR HANLEY STUDENTS

At the present time Hanley Students are eligible to apply for several forms of Federal and State financial aid. Please refer to page 241-242 for the descriptions of these aid programs. Eligibility for all grant, loans, and institutional aid requires the student to submit the University Application for Scholarship and Financial Aid and the Free Application for Federal Student Aid (FAFSA). The student must also submit signed copies of the tax information for the student and spouse/parent (if required). Priority deadline for Incoming Students is May 1st. Returning students must file by April 15th.

In addition to the Federal and State financial aid programs, Hanley students are eligible to apply for the following Institutional aid programs.

Pennsylvania Higher Education Assistance Agency
Hanley College students are eligible to apply for PHEAA grants if they are taking six credits a semester.

Pell Grants
Hanley students taking at least three credits a semester are eligible to apply for federal grants administered under the PELL GRANT program.

Dexter Hanley Full-time and Part-time Grants
Full-time and part-time grants are awarded to Hanley College students who demonstrate need, academic progress, and enrollment status of at least six credits.

Hanley College Student Council Scholarship
This limited tuition scholarship is available only to Hanley College students with demonstrated financial need, who have completed 45 credits with a 3.00 or higher GPA, and are not eligible for any other financial assistance.

Robert L. McDevitt Scholarship
Income from a fund established in 1977 provides limited tuition scholarship to Hanley College students. The fund was established by Robert L. McDevitt, a Georgetown University classmate and longtime friend of Father Dexter Hanley, S.J., who served as President of the University from 1970 to 1975.

Newcombe Scholarship for Mature Women
The Charlotte W. Newcombe Foundation provides limited tuition scholarships for mature women students completing their education in preparation for a second career. These scholarships, available to women 25 years of age or older, who have completed at least 60 credits, are available in any of the schools of the University of Scranton, but each year most are awarded to women enrolled in Dexter Hanley College.

Oppenheim Family Award
This fund was established by the Oppenheim Family, who for many years owned and operated Oppenheim’s Department Store and its predecessor, The Scranton Dry Goods Co. Income from the fund is used primarily for part-time, non-traditional students who need financial assistance.

Accounting Scholarship
The Northeast Chapter of the Pennsylvania Society of Public Accountants has endowed a scholarship fund awarding one limited tuition scholarship each year to an accounting major in Dexter Hanley College.

Hanley College Deans’ Scholarship and Loan Fund
The Hanley College Deans’ Scholarship and Loan Fund provides monies for scholarships and loans to allow adult and non-traditional students, who experience unexpected financial difficulties, to complete their education and fulfill personal and professional goals.

Federal Stafford Loan
Hanley College students are eligible to apply for Stafford Loans if they are taking at least six credits per semester.
SAINT PIUS X SEMINARY

In cooperation with the Diocese of Scranton and its Bishop, The Most Reverend James C. Timlin, D.D., the University offers an academic formation program which leads to a B.A. in Philosophy. Courses are offered, such as, “The Philosophy of Aquinas,” “Metaphysics,” “Issues in Philosophy and Theology,” etc., that especially prepare the seminarian for his future theological studies. In 1976, the University established the Saint Pius X Chair of Theology. Seminary faculty occupy this “teaching” Chair in the department of Theology. These courses provide the seminarian with a basic introduction to the Catholic theological tradition. The Language department, too, offers courses in Latin, biblical Greek, and Hebrew.

Bishop J. Carroll McCormick, D.D., then Ordinary of the Diocese of Scranton, responding to the aims and objectives of the National Conference of Catholic Bishops, on July 13, 1970, entered an agreement with the University of Scranton and the diocesan-owned seminary for student candidates to become full-time students of the University, while maintaining residence at the Seminary. At the Dalton campus, the seminarian’s academic life is complemented by programs of personal and spiritual development. Through a series of supervised ministerial experiences, the seminarian is introduced to the life of the diocesan priest.

Since the inception of this cooperative agreement, over 300 graduates of the University have been accepted into graduate schools of theology in the United States and Europe. Of that number, some 200 have been ordained for service to the Archdiocese of Washington, and the Dioceses of Allentown, Camden, Harrisburg, Scranton and Trenton, among others.

College seminarians matriculate as full-time students in both the College of Arts and Sciences and Dexter Hanley College. The latter college of the University allows students who already have undergraduate degrees to pursue a two-year pre-Theology program by providing them the opportunity to take courses in Philosophy, Religious Studies (through the Saint Pius X Chair of Theology), and the Classical and Biblical Languages. This special program offers the student the best of both worlds. The seminarian has ready contact with his peers and professors at the University and is able to take advantage of all the educational and developmental resources available on such a campus. At the same time, he has the atmosphere and resources of the seminary formation program at St. Pius X to nurture and promote his vocation to the diocesan priesthood. During the 1993-94 academic year, St. Pius X Seminary was listed as the tenth largest collaborative program in the country.

Current enrollment includes students representing the Archdioceses of Baltimore and Washington, and the Dioceses of Allentown, Willemstad (Netherlands Antilles), Wilmington, and Scranton.
SPECIFIC COURSE REQUIREMENTS

Seminarians in the *four-year college program* normally major in philosophy and are expected to take the following courses in fulfillment of the general requirements of the philosophy department and St. Pius X Seminary. Seminarians enrolled in the *two-year pre-theology program* are required to take the courses listed below that are marked by an asterisk (*):

**Philosophy**
- Phil. 120 Introduction to Philosophy *Phil. 222 Modern Philosophy*
- Phil. 210 Ethics *Phil. 310 Epistemology*
- Phil. 215 Logic Phi. 311 Metaphysics
- Phil. 220 History of Ancient Philosophy *Phil. 411 Philosophy of Aquinas*
- Phil. 221 History of Medieval Philosophy *Phil. 434 Issues in Phil. & Theo.*

**Theology** (St. Pius X Teaching Chair of Theology)
- T/RS 121-122 Theology I-II *T/RS 222 Foundations of Liturgical Theo.*
- T/RS 184C Inside the Catholic Tradition* T/RS 215 Early Christian Writers*
- T/RS 204 Pauline Letters (available) T/RS 323 Signs and Symbols (available)
- T/RS 230 Moral Theology*

**Communication**
- Engl. 107 Composition Comm. 100 Public Speaking

**Language**
- Latin 111-112 Elementary Latin *Latin 211-212 Intermediate Latin (recommended)
- Greek 113-114 Biblical Greek *HB 101-102 Elementary Hebrew (available)
- Spanish 101-102 Elementary Spanish (recommended)

**Humanities**
- Hist. 230-231 Medieval History Hist. 323-324 Renaissance and Reformation*

**Interdisciplinary**
- Intd. 201-202C Christian Classics*

*Pre-theology program (2 years; 60 credits)
The Graduate School

The Graduate School offers advanced study in a variety of professional fields as well as in the humanities and sciences. Its students are drawn from throughout Northeastern Pennsylvania, several surrounding states, and from over 20 foreign countries. The students are pursuing master’s degrees, various types of certifications, and personal enrichment.
Master’s Degree Programs

The University offers master’s degrees in the 20 different programs listed below. Programs for Supervision and teacher’s certification are also available.

- Business Administration (MBA) - Reading
- Human Resources Administration - History
- Health Administration (MHA) - English
- Rehabilitation Counseling - Chemistry
- Community Counseling - Biochemistry
- School Counseling - Clinical Chemistry
- Elementary Education - Software Engineering
- Secondary Education - Physical Therapy (MPT)
- Elementary School Administration - Theology
- Secondary School Administration - Nursing

Admissions Requirements

Applicants for admission should submit a completed application form, $35 application fee, three letters of reference, and official copies of their transcripts.

In addition to the requirements listed above, which apply to all programs, individual programs may have special requirements such as test scores, personal interviews, or writing samples. Consult the Graduate School catalog for these special requirements.

Foreign students whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). Scores required on this test for admission vary by program. Consult the Graduate School catalog for minimum scores applicable to each program.

All application documents should be on hand in the Graduate Office at least one month before the intended starting term. Consult the Graduate School catalog for more stringent deadlines for the counseling and nursing programs. International students should have their credentials in the Graduate Office at least three months before the term that they would like to begin their studies. Students may begin their studies in Fall, Spring, or Summer. Software Engineering and Health Administration students may only begin their studies in the Fall semester. Nursing students are only accepted for Fall admission in odd-numbered years.

Graduate Assistantships

Approximately 60 graduate assistantships are available each year. Students receiving an assistantship are entitled to a waiver of tuition and fees plus a stipend.

Applicants for graduate assistantships must have an application for admission form on file in the Graduate Office. Applications for assistantships must be submitted by March 1. Awards are made on the basis of the student’s academic record, experience, and promise as a graduate student. International students are not eligible in their first semester.

Graduate students can also apply for GSL Student Loans and Federal Work-Study.

Scheduling

Classes are offered from 4:30 p.m. - 7:10 p.m., and 7:20 p.m. - 10:00 p.m., Monday through Thursday in the Fall and Spring terms. Almost all courses meet one night per week. Summer and Intersession classes are also available.

Correspondence

For additional information, please write, call or FAX.

Address:
The Graduate School
University of Scranton
Scranton, Pennsylvania 18510 - 4631

Telephone numbers: (717) 941-7600 or 1 - 800- 366-4723 (within the U.S.A.)
FAX: (717) 941-4252

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Much of a student’s education takes place outside the classroom. At the University of Scranton, some of the formal academic learning process takes place off campus in the various internship programs; on campus there are available traditional extracurricular activities. In many instances, these activities merit and receive academic credit. They also provide further means by which potential becomes achievement.
EXTRACURRICULAR ACTIVITIES

THEATRE

The tradition of theatre and dramatics in Jesuit colleges goes back four hundred years. The University of Scranton has played a vital part in that tradition as evidenced by the many theatre professionals who were undergraduates at the University: Pulitzer-Prize winning dramatist Jason Miller; broadway actor and director, Walter Bobbie; director Stan Woyewodski Jr., dean of the Yale School of Drama, and the list goes on.

Today, the University Players, a co-curricular activity of the Department of English, produce a four-show, mainstage season along with a festival of student written plays, and a festival devoted to new student directors. Well over 150 students participate in productions on and off stage each year. the theatre program is housed in a new state-of-the-art facility, complete with a 343-seat mainstage and a studio theatre, scene shop, costume shop, and other support spaces.

The University Players have historically been host to many a prominent guest artist. In 1984, Oscar-winning British actress Glenda Jackson conducted an acting workshop, actor Richard Harris directed a production of Julius Caesar in 1988, and Stan Woyewodski spoke at the opening of the theatre facility in 1994 and met with students.

Participation in the Players is open to all students, regardless of major. Interested students should contact the Director of Theatre in the McDade Center for Literary and Performing Arts, Room 103.

DEBATE

The tradition of debate in Jesuit colleges and high schools is also strong at the University of Scranton. The Noel Chabanel Council of Debate gives interested students an opportunity to compete in debate and speech events on the intercollegiate level. University of Scranton debaters travel thousands of miles each year nationwide; the 1988 team took first honors in the finals of the Pennsylvania College Energy Debates.

PUBLICATIONS

The University offers a wide choice of journalism opportunities.

The Aquinas is the weekly All-American campus newspaper and positions are available to members of all classes.

Espirit is the award-winning campus literary journal.

History students have the opportunity to have their articles published in Restrospect, journal of the Royals Historical Society.

The yearbook, Windhover, is annually produced by the students.
THE UNIVERSITY BANDS

The Bands include a Concert Band, a Jazz Band, and a Pep Band which plays at sports events. The Bands draw their membership from the more than 200 band musicians who attend the University of Scranton.

STUDENT CLUBS

<table>
<thead>
<tr>
<th>Biology Club</th>
<th>Psychology Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Club</td>
<td>Schrodinger Chemical Society</td>
</tr>
<tr>
<td>Political Science Club</td>
<td>International Students Association</td>
</tr>
<tr>
<td>Ski Club</td>
<td>College Democrats</td>
</tr>
<tr>
<td>Pre-Law Society</td>
<td>College Republicans</td>
</tr>
<tr>
<td>Social Science Club</td>
<td>Rangers Club</td>
</tr>
<tr>
<td>Physical Therapy Club</td>
<td>Royal Battalion Drill Team/Color Guard</td>
</tr>
<tr>
<td>Computer Science Club</td>
<td>Bowling Club</td>
</tr>
<tr>
<td>Communications Club</td>
<td>Women’s Business Honor Society</td>
</tr>
<tr>
<td>Veterans Club</td>
<td>Nursing Association</td>
</tr>
<tr>
<td>India Club</td>
<td>University Singers</td>
</tr>
<tr>
<td>Philosophy Forum</td>
<td>Society for Advancement of Management</td>
</tr>
<tr>
<td>Student Education Association</td>
<td>Human Resources Association</td>
</tr>
<tr>
<td>Horticulture Club</td>
<td>Health Administration Association</td>
</tr>
<tr>
<td>History and Public Affairs Society</td>
<td>Students for Life</td>
</tr>
</tbody>
</table>

A Club of the Year Award is annually presented to that student organization which most clearly exemplifies the University spirit, through educational and social activities for club members and the University community. Winner of the Award for the past three years has been the Physical Therapy club.

ATHLETICS

The University is a Division III member of the National Collegiate Athletic Association (NCAA), the Middle Atlantic States Collegiate Athletic Conference (MAC), and the Eastern College Athletic Conference (ECAC).

MEN’S VARSITY SPORTS

| Basketball | Cross Country |
| Baseball | Golf |
| Tennis | Soccer |
| Wrestling | Lacrosse |
| Swimming | Ice Hockey |

WOMEN’S VARSITY SPORTS

| Field Hockey | Softball |
| Tennis | Cross Country |
| Basketball | Soccer |
| Volleyball | Swimming |

ACADEMIC ALL-AMERICANS

The student-athlete ethic expressed in the NCAA Division III is epitomized by the University of Scranton’s athletic department, whose present and former athletes trail histories of success on the field of competition and in the classroom.

The Lady Royals and Royals have continued into the 1990’s a legacy of achievement that was unequaled during the past decade. In the past 17 years, 30 individual Academic All-Americans were honored and 12 NCAA Postgraduate Scholarships were issued. All-American honors were earned by individuals on 29 occasions; 11 individual conference champions were crowned; 48 teams won Middle Atlantic Conference titles, while 41 teams and 16 individuals qualified for NCAA postseason play.

Sophomore basketball star Jennifer Nish was elected to the GTE Academic All-America team this past season. Nationally ranked tennis sensation Clay Yeager was a GTE team member in spring ’94 and ’95. In 1993, Matt Cusano, a senior center on the Royals basketball team, was elected to the Academic All-America first team. The women’s swim team and the men’s and women’s cross country teams were also honored with national Academic All-America team awards.
A WINNING TRADITION

The Royals and Lady Royals athletic teams enjoy success in nearly all 18 varsity programs. Particularly noteworthy are the men’s and women’s soccer and basketball teams, who perennially challenge for conference and NCAA national honors. Included in the gold and silver metal count are: NCAA national basketball championships for the Royals in 1976 and 1983; a Lady Royals national basketball title in 1985 and third place finishes in 1980, ’87, and ’93; four consecutive trips to the men’s Final Four soccer tournament (1980-83); and four trips in eight seasons to the NCAA tournament for the Lady Royals soccer team. 1992 witnessed the men’s basketball team reaching the 1000th victory mark in the 79-year history of the program.

Individually, the Lady Royals basketball team promoted two players, Deanna Kyle (1985) and Shelley Parks (1987), to Player of the Year honors. Also receiving honors on the women’s side were: three-time soccer All American Holly Spiech (1988-90), plus 2nd all-time scorer, Monica Davidson (1989); swimmers Cathy Hadley and Marilyn Bogusch, national qualifiers, with Bogusch earning All American honors; and basketball All-Americans Laura Pikulski (1992) and Lynne Kemske (1993), Jackie Dougherty (1994), and Jennifer Nish (1995, 1996).

The Royals soccer program heads the All American count with 10 overall, including midfielder Joe Schmidt’s election in fall ’93. Also in 1993, basketball added two more All-Americans to its count, center Matt Cusano (first team) and guard Jason Hoppy (second). In golf, Will Carey III won All American honors in 1988.

Middle Atlantic Conference titles were won recently in: men’s basketball (1991, ’93); women’s soccer (1989, ’90, ’91, ’92, ’93, ’94, ’95); women’s softball (1990 and ’91); women’s tennis (1990, ’92, ’94); and the Lady Royals basketball team won a conference record 10th championship, and third in five seasons, in 1994. The women’s swim team has had back to back unbeaten seasons, capturing the 1995 and ’96 MAC team titles; Christine Lubrano and Erin Kenney were named Co-Most Outstanding Swimmers.

INTRAMURALS AND PHYSICAL EDUCATION

A year-long intramural program is in operation in the John Long Center and the new William J. Byron Recreation Complex, as well as activities outdoors. For the additional sports available in the Physical Education program, see the description given in the Departmental listing earlier in this bulletin.
STUDENT LIFE

STUDENT AFFAIRS—The Student Affairs division is primarily concerned with extra-curricular and co-curricular experiences as they contribute to the overall development of students. Services, programs and activities are offered for and with students in order to assist students to maximize their growth and development during the collegiate experience.

Student Affairs, as a professional field within higher education draws upon the human development movement, more specifically, student development theory. One theorist who has made a major impact on student development theory and student affairs work is Arthur Chickering, author of a seminal work in student development entitled Education and Identity, published in 1969. Chickering defined seven “vectors of development.” These vectors outlined the manner in which Chickering theorized that college students grew and developed during the college years.

The vectors included Achieving Competence (intellectual, physical/manual and social/interpersonal); Managing Emotions; Becoming Autonomous; Establishing Identity; Freeing Interpersonal Relationships; Clarifying Purposes, and Developing Integrity.

Specifically, Student Affairs at the University of Scranton concerns itself with providing programs and activities that promote student development. The work of student affairs takes place in the counselor’s office and the classroom, on the athletic field or court, in meeting rooms and residence halls, through student organizations and in a host of informal settings across the campus.

Student development is the joint responsibility of the student and the University. Both must be concerned with the development of individuals and of the student body. In the final analysis, this is the responsibility of the University as an educational setting and of students as an important component of that educational environment. They are both resources and end-products of the University’s work.

The following areas or offices perform specific work in relation to the goals and objectives of the Student Affairs division.

CAMPUS MINISTRY — As a Catholic institution, the University of Scranton is dedicated to promoting continued growth in personal maturity and freedom, especially as religious believers and persons dedicated to service of the human family. The specifically spiritual ministry of the entire University community is coordinated by the office of Campus Ministry assisted by the Jesuits, other clergy, University staff members and students themselves. Regular daily and Sunday liturgies and other special services are conducted in the Madonna della Strada chapel, St. Ignatius chapel, and in the dormitories. Spiritual counseling is available from the staff and the Jesuits, especially the Dormitory Counselors. These people make available their training, experience and friendship to promote greater self awareness, maturity, integration and ability to pray, as well as to identify obstacles to these and other goals.

Persons seeking time for quiet reflection, directed prayer or an experience of Christian community are invited to participate in frequent programs at nearby Chapman Lake. Campus Ministry also sponsors lectures and discussions on vital issues, organizes special events to heighten religious awareness, assists in services to the larger community and is responsible to act as spokesman for justice within the University. In conjunction with Rev. Rees Waring of Elm Park Methodist Church and other local non-Catholic clergy, students of non-Catholic faiths are encouraged to help plan an expansion of services to themselves.

COUNSELING CENTER — The Counseling Center serves all students of the University in the personal and interpersonal dimensions of their lives. Located on floor 2F of the Gallery Building, the Center offers individual and group counseling concerning a variety of issues such as dating, family relationships, depression, anxiety, grieving, self-esteem and self-image, eating disorders, sexual abuse or harassment, drug and alcohol concerns, stress management, assertiveness training, major and career decision-making, and values clarification.

The Center also serves as a liaison with other offices and agencies (both on and off campus) regarding academic, career, and mental health-related concerns. In addition, the Counseling Center offers outreach programs to enhance the lives of students and to reduce impediments to achieving their full potential.

The Counseling Center staff includes clinical, counseling and pastoral psychologists, certified counselors, and a licensed social worker. Interviews are on a voluntary basis and are confidential and without charge to the student. The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Later evening sessions are available Monday through Thursday by appointment only. In addition, emergency crisis intervention is available from September through May (while classes are in session) on a 24-hour basis via contacting Public Safety (941-7777) to access the counselor-on-call. Stop by the Counseling Center or call (717) 941-7620 to make an appointment.

DRUG AND ALCOHOL INFORMATION CENTER — The Drug and Alcohol Information Center and Educators (DICE Office) is located in the Wellness Center.

The office serves as a drop-in center where resource materials are available regarding alcohol and other drugs. Throughout the year, the DICE Office sponsors several educational seminars, lectures, residence hall presentations, and many alcohol-free events which are designed to increase drug and alcohol awareness among students, and the University Community.

The DICE Office is staffed by a professional in psychiatric nursing, a graduate assistant, and 40 peer educators (students helping students). The Center is open Monday through Friday from 8:30 a.m. to 4:30 p.m. No appointment is necessary. For more information, call (717) 941-4253.
THE CAS ACADEMIC ADVISING CENTER—The Academic Advising Center, located in 309 St. Thomas Hall, serves all freshmen in the College of Arts and Sciences. Staffed by faculty advisors from a wide variety of disciplines, the Academic Advising Center offers a comprehensive program of academic advising throughout the freshman year. In addition to individual advising, the Academic Advising Center also offers specialized advising seminars for students in the general areas of Humanities, Natural Science, and Social Science. Faculty advisors are available to students from 8:30-4:30 Monday through Friday; they provide assistance with orientation, preregistration, drop-add, general education course selection, declaration and change of major, and assessment of academic performance and goals.

THE CHEHR ACADEMIC ADVISING CENTER—The Academic Advising Center, located on the third floor of Leahy Hall, currently serves freshmen in the College of Health, Education and Human Resources. Staff are available, during the academic year, Monday through Friday from 8:30 a.m. to 4:30 p.m., to provide individual assistance with academic advising, registration, assessment of academic performance and career goals. The Center also works closely with other campus resources to provide comprehensive advisement opportunities. Sophomore through Senior students normally are advised by departmental advisors, but are welcome to use some of the services offered by the CHEHR Center.

THE SOM ACADEMIC ADVISING CENTER—The Academic Advising Center, located in O’Hara Hall Suite 406, serves all students in the School of Management. Staff Advisors are available from 8:30 AM to 4:30 PM, Monday through Friday, to provide assistance with pre-registration, major and general education course selection, and assessment of academic performance and goals. Specialized seminars are presented for the field-declared business freshmen. These seminars provide the information necessary for a student to make an informed decision as to a choice of major. They also emphasize the University resources available to all students in planning for a business career. The seminars are mandatory for field-declared business students and open to all SOM students and others interested in SOM programs.

THE LEARNING RESOURCES CENTER—The Learning Resources Center is located on the main floor of Alumni Memorial Hall. The LRC was established to help students accomplish their academic goals at the University. The LRC provides services to supplement those offered in the classroom. The Center is staffed by professional staff and peer tutors. LRC staff, utilizing individualized, group, and computer-assisted instruction, provide assistance with oral and written communication skills, study skills, critical thinking skills, academic evaluation and study help in specific courses. Academic services are available for diagnosed learning disabled students. A Reading Specialist is also on staff for testing and consultation. Assistance is available on a drop-in or referral basis. Services are provided to students with learning disabilities in compliance with section 504 of the Rehabilitation Act.

CAREER SERVICES— is located on the second floor of the Gallery and is open from 8:30 AM - 7:30 PM Monday through Thursday and from 8:30 AM - 4:30 PM on Friday. Career Services staff advise students on career development issues, assist students and graduates in securing employment, and help students plan for further academic work following graduation. The office also conducts the on-campus employment interview program, administers the accounting internship program, and helps in locating off-campus part-time employment and internship opportunities.

During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and graduate school catalogs is also available.
The University of Scranton is a selective institution in the Jesuit tradition. It makes available to qualified students an excellent education at a reasonable cost, and it offers significant programs of financial aid.
ADMISSION

The Admissions Committee of the University of Scranton will make the final decision on applications for admission. In reaching this decision, the committee will consider a number of factors:

- Demonstrated evidence of a student’s academic ability, intellectual curiosity, strength of character and motivation.
- Student’s high school record, rank in class and extracurricular activities.
- Scholastic aptitude test scores and recommendations.

STEPS IN MAKING APPLICATION

Request for an application form and all correspondence dealing with admission to the College of Arts and Sciences, the College of Health, Education, and Human Resources or the School of Management should be directed to:

THE DEAN OF ADMISSIONS
UNIVERSITY OF SCRANTON
SCRANTON, PENNSYLVANIA 18510
Telephone: (717) 941-7540

A non-refundable fee of $30.00 should accompany the application.

Students should apply during the first semester of their senior year of high school. July 1 is the final date on which applications for Fall term admission will be accepted.

The first two parts of the application form should be completed and the entire form given to the principal or guidance counselor of the high school who will forward high school grades and the completed form to the University.

The SAT I: Reasoning Tests (College Entrance Examination Board) or the ACT Test (American College Testing) are required of all applicants. These tests should be taken during junior year and/or senior year of high school. During Summer Orientation the University administers its own placement tests. Therefore, applicants are not required to take the SAT II: Subject Tests.

A non-refundable class reservation fee of $100.00 is required of all accepted applicants. In addition, accepted resident freshmen will make a non-refundable room deposit of $100.00 upon notice from the Dean of Admissions.

The University of Scranton is a Catholic, Jesuit educational institution serving men and women, and is committed to equal opportunity in employment and education for all persons without regard to race, color, creed, ancestry, sex, national origin, handicap, or age.

REQUIRED HIGH SCHOOL PREPARATION

Students desiring to enroll in any of several undergraduate programs offered by the University must have completed a total of 16 or more high school academic units covering grades 9-12. The term “unit” means a high school course taught four or five hours weekly throughout an academic year of 36 weeks duration. Unit requirements and preferred distribution of secondary courses are given in the following table:

<table>
<thead>
<tr>
<th>HIGH SCHOOL UNITS</th>
<th>COLLEGE PROGRAM CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
</tr>
<tr>
<td>English ..................................</td>
<td>4</td>
</tr>
<tr>
<td>History &amp; Social Science ............</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language .......................</td>
<td>2</td>
</tr>
<tr>
<td>College Preparatory Mathematics .....</td>
<td>3</td>
</tr>
<tr>
<td>Science ..................................</td>
<td>1</td>
</tr>
<tr>
<td>Other acceptable units ..............</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL ..................................</td>
<td>16+</td>
</tr>
</tbody>
</table>
Applicants without high school credit in modern languages may be accepted if they present 16 acceptable units. A single year of language in high school will not be counted as a unit to satisfy the requirements for admission.

Mathematics include elementary, intermediate, and advanced algebra, plane and solid geometry; trigonometry, analysis, and any other college preparatory course. Applicants for science and engineering programs must include trigonometry and must have maintained an 85% average in each mathematics course. Applicants for the nursing programs should include chemistry and biology in their high school program.

Science includes biology, chemistry, physics, and other college preparatory courses. Pre-engineering applicants are urged to include physics in their high school preparation.

ADVANCED PLACEMENT

Applicants who have taken college level courses may be given advanced placement or advanced placement with credit for these courses. Students who have been accepted for admission and desire to apply for such placement must take the Advanced Placement Examination offered in May by the College Entrance Examination Board, Princeton, New Jersey 08540. Ordinarily a score of “3” (non-science) or “4” (math/science) will insure advanced placement with credit.

COLLEGE LEVEL EXAMINATION PROGRAM

Through the CLEP tests, taken before admission, applicants may gain college credit in most academic subjects for work done outside the classroom in jobs, military service, etc., or in non-accredited institutions. For further information contact: College Level Examination Program, Box 1824, Princeton, New Jersey 08540. Students wishing to be considered for CLEP credits should take the CLEP examinations and have the results forwarded to the Dean of Admissions.

ACADEMIC DEVELOPMENT PROGRAM

Applicants who fail to meet all of the admission requirements may be considered for a special freshman year Academic Development Program concentrating on English, logical thinking, reading skills, study habits, as well as work in the student’s major field. Satisfactory completion of the ADP program will insure the student normal sophomore standing.

STUDENTS WITH DISABILITIES

The University of Scranton complies with all applicable laws and regulations with the respect to the accommodation of handicaps and disabilities as these terms are defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Affirmative Action Office (717) 941-7580 on a timely basis.

TRANSFER STUDENTS

Students who wish to transfer to the University must submit an application and the usual credentials (official high school record, SAT scores and transcript(s) from the college(s) attended). At the discretion of the Admissions Committee, students from another accredited college may be admitted provided: (1) The courses to be transferred are equivalent to courses offered at the University of Scranton; (2) the academic average of the candidate is (2.5) “C plus,” (3) certification of honorable dismissal is presented from the previous college. No credit will be given to courses with grades less than “C”. Students transferring from other institutions shall be required to make up curricular subjects prescribed in the course which they are to follow at the University of Scranton. A minimum of 63 credits at the University of Scranton is required of transfer students for degree eligibility. Special orientation sessions are held for transfer students. It should be noted that some departments require that at least half of the credits in the student’s major be taken here at the University. The respective Dean should be contacted.

VALIDATION OF TRANSFER COURSES

Permission to validate School of Management courses by successfully completing one or more advanced courses in the subject for which the course in transfer is a foundation can be granted by the SOM dean. This applies only to lower division transfer courses which the University offers at the upper division level. (No fee charges.)
STUDENT EXPENSES
ROOM AND BOARD—POLICIES AND GUIDELINES

Residence Life

The University of Scranton Residence Life system is comprised of 13 freshman and 19 upperclass residences. Resident freshmen are normally assigned to Freshman residence halls that offer support of academic program, personal development and leadership opportunities under the guidance of Residence Life staff, Jesuit counselors and faculty. Upperclass students may select from a range of housing options that includes attractive houses, apartment buildings, suite-style halls with semi-private baths, and traditional halls offering single and double rooms. Also, there is limited apartment style housing available for graduate students.

The University provides in-room access to the University’s communication network (television, computer and video, including instructional and commercial television) in all residence hall rooms, and telephone service to rooms in University houses at no additional charge. This service includes unlimited local calling and voice mail (phone instruments are not provided) from each room, as well as discounted long distance rates for those enrolled in the University’s long distance program. The only University houses or apartments that offer in-room data access are Blair House, Gonzaga House, Luzerne House and Westmoreland House. In addition, light in-room housekeeping, 24-hour maintenance, and 24-hour security are included.

Housing costs are based on the building to which that student is assigned. There are three housing plans: Plan A applies to Redington Hall and Gavigan College; Plan B applies to Driscoll Hall, Gannon Hall, Lavis Hall, Leahy Hall, Luzerne House, McCormick Hall, Neivis Hall, Southwell House, Tioga House, Westmoreland House, and all of the University theme houses; Plan C applies to Bradford Apartments, Casey Hall, Cambria House, Denis-Edward Hall, Fitch Hall, Hafey Hall, Hannan Hall, Jerrett Apartments, Lynett Hall, Martin Hall, McCourt Hall, Montgomery House, Somerset Apartments and Wyoming House. Please note that room and board charges are per semester and do not include Intersession or vacation periods.

Dining Services

Students have a choice of three cost-effective meal plans providing 19, 14 or 10 meals per week. The 19-meal plan provides three meals per day Monday through Friday, with brunch and dinner on Saturday and Sunday. The 14-meal plan provides any combination of 14 meals per week. The 10-meal plan offers students any combination of 10 meals per week. Meals are not served during vacation periods.

All freshmen living in University Housing must participate in the 19-meal plan during the entire freshman year. Upperclass students living in Driscoll, Leahy, Redington, and Gavigan Halls must participate in one of the three University meal plans. Meal plan participation is optional for upperclass residents of the University houses, commuters and students living in private housing. Discounted meal tickets are available for guests and students wishing additional flexibility.

Contractual Obligations

Once enrolled in a room and/or board plan, the student is obligated to that plan for the remainder of the academic year including Intersession.

Intersession

Students taking one or more Intersession classes must live in University housing and, if applicable, continue in their meal plan program, if they were enrolled for either room and/or board for the preceding Fall semester. As noted above, additional fees do apply. Those not enrolled during Intersession are not permitted to reside in University housing for reasons of safety and security.
STUDENT TELEPHONE SERVICES

Resident students are provided with basic telephone service and voice mail/messaging services as part of the basic room contract. University-provided long distance services are also available to all resident students. These discounted services include savings up to 50% over the cost of calling cards.

Students residing in off-campus housing (within one-mile aerial radius of campus) can also have access to the University’s communication services, including basic telephone service, voice mail/messaging service, and long distance service.

For more information regarding these communication services, contact the Office of Network Services, St. Thomas Hall, Room 102, or call 941-6181.

STUDENT IDENTIFICATION CARDS

All students attending the University of Scranton must have a current Royal Card (photo ID). This card must be presented upon demand for student services, registration, athletic facilities and in the library.

A Royal Card is used for meals in the dining facilities, resident hall access, photocopying in the library, and may be used in vending and laundry machines. A brochure describing the Royal Card account may be obtained at the Royal Card Office, St. Thomas Hall, Room 103 or by calling 941-6181 or 941-7400. Student photos are taken daily (8:30 a.m.-10:30 p.m.) at the Royal Card Office.

TUITION PAYMENTS

Tuition and fees are payable in advance upon registration. Registration is to be completed BY MAIL in August for the fall semester and in December for the spring semester. Without exception, laboratory fees must be paid in all courses with a laboratory requirement. The University Fee & Health Fee must be paid by all CAS, SOM and CHEHR students registered for courses. This includes student teaching, internships and clinical studies.

No student shall be permitted to receive any degree, certificate, or transcript of record until the financial account with the University has been settled.

FAMILY TUITION REDUCTION

Whenever two or more dependent children from the same family are in attendance during the same semester at the University as full-time undergraduate students, the family tuition reduction policy will apply. Also, whenever at least one dependent child in a family is in attendance at the University as a full-time undergraduate student and a parent is enrolled full-time as an undergraduate student, the tuition reduction policy will apply. Students must be full-time undergraduate students enrolled in either the University or Dexter Hanley College. The amount of tuition credit that will be awarded each semester for each student will be calculated after other financial aid has been applied by Bursar’s Office personnel. Forms and additional information may be obtained from the Bursar’s Office. A completed form must be filed in the Bursar’s Office each year to receive the reduction for that year.

MONTHLY PAYMENTS

The University does not accept installment payments directly, but does facilitate this arrangement through a professional agency, Academic Management Services (AMS). For application information, please call AMS at 1-800-635-0120. Brochures are mailed to parents of all incoming students by May of each year.

VISA and MasterCard use is available for tuition and fee payments. Please contact Bursar’s Office for details.
TUITION AND FEES
ACADEMIC YEAR 1996-97

TUITION flat tuition (Applied for the fall and spring terms to freshmen and transfer students with an admit term of fall 96 and thereafter)

*Physical Therapy Majors (12 to 18 credits) ................................................................. $8250
All other Majors (12 to 18 credits) ................................................................................. $7400

per credit rate applied for course loads less than the 12 credit flat tuition minimum credit load, or to credits in excess of the 18 credit flat tuition maximum credit load ........................................ $415

TUITION per credit (Applied for the fall and spring terms to students with an admit term prior to fall 96) ................................................................................. $415
(Interession-all students) ............................................................................................. $415
(Semester Session-all students) .................................................................................. $347

* Note: The tuition charge for required intersession and summer courses taken by Physical Therapy majors is included in the fall and spring flat tuition assessment.

Honors Program—During their junior and senior years (fall and spring semesters), Honors students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

SRLA Program—During their junior and senior years (fall and spring semesters), SRLA students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

Business Leadership Program—During their junior and senior years (fall and spring semesters), Business Leadership students will be allowed to take up to 21 credits per semester at no additional charge above the flat tuition rate.

ORDINARY FEES

University Fee per semester (Fall and Spring) (for freshmen and transfer students with an admit term of fall 96 and thereafter) ................................................................. $100.
(Students with an admit term prior to fall 96) ................................................................ $395.

Health Fee per semester (Fall and Spring-for students with an admit term prior to fall 96) ................................................................. $65.
Continuation Fee (in lieu of University Fee for students not in residence) per semester ................................................................. $5.
Medical Leave Fee per semester .................................................................................. $15.
Reader (Individual Study) Fee, per credit, in addition to regular tuition ................. $30.
Breakage Fee .............................................................................................................. Actual

FOR SENIORS ONLY

Commencement/Yearbook Fee .................................................................................. $190.
Orientation Fee ........................................................................................................ $140.

LABORATORY FEES

Science Departments

Biology Labs, per course, per semester ........................................................................ $100.
Chemistry Labs, per credit .......................................................................................... $40.
Physics labs, per course, per semester ........................................................................ $75.
Psychology Department Lab Fees, per credit, per semester ......................................................... $50.
English/Communication Departments

Film Screening Fee, per course, per semester ................................................................ $40.
Radio Lab, TV Lab Fee, per course, per semester ........................................................ $50.

Foreign Language Department

Language Lab Fee, per course, per semester ................................................................ $50.

Nursing, Occupational Therapy, and Physical Therapy Departments

Assessment Fee (Nursing—Jr./Sr.) ................................................................................ $40/50.
Assessment Fee (Nursing—Jr./Sr.) ................................................................................ $40/50.

Department of Art and Music

All Studio Art Courses (per course, per semester) ................................................................. $70.
All Art History Courses, except ArtH. 140 (per course, per semester) ........................................ $30.
Music Courses, Mus. 100, 111, 112, Fee, per course, per semester ........................................ $30.

History/Political Science Department

History 212, History 218, per course film fee ................................................................ $30.

SPECIAL SERVICE FEES

Late Tuition Payment Fee .............................................................................................. $100.
Returned Check Fee ...................................................................................................... $25.
Late Registration Fee ..................................................................................................... $20.
Requested Change of Schedule after Classes Begin .......................................................... $15.
Change of Major Fee ...................................................................................................... $15.

OFF-Campus Course Permission Fee ........................................................................ $25.

Certified Transcript (per copy)

Currently Matriculated Students ................................................................................... $2.
All Other Requests ......................................................................................................... $4.
Application ..................................................................................................................... $30.
Parking Fee, annual ........................................................................................................ $100.

Reinstatement to Class List ........................................................................................... $100.

Foreign Study Fee (per semester) ................................................................................ $150.
ROOM AND BOARD FEE SCHEDULE:
Room Rent A (per semester)—Redington and Gavigan Halls ............................................................... $2,012.
Room Rent B (per semester)—Theme Houses, Driscoll, Jefferson, Gannon, Lavis, McCormick, and Nevils Halls; Tioga House, Westmoreland House ..................................................................... $1,902.
Room Rent C (per semester)—Upper & lower quad halls, University apartments, Cambria House, Wyoming House .................................................................................................................... $1,791.
Intersession Room Rent ......................................................................................................................... $ 235.
Room Damage Deposit ............................................................................................................................. $ 200.
Food Plan. 19 meal plan .................................................................(intersession — $377.) ..............................................semester — $1,398.
Food Plan. 14 meal plan .........................................................................................................................$1,287.
Food Plan. 10 meal plan .................................................................(intersession — $302.) ..............................................semester — $1,096.
Summer Room Charges .................................................................(1st and 2nd sessions — $332.) ........................."G" session — $ 455.
University Housing Activity Fee (annual fee) ........................................................................................... $ 30.

REFUNDS
If a student is authorized to withdraw with honorable standing from the University for a good cause, a written request may be made for reduced charges for tuition, board and room fees. (Note should be taken that the student may not demand a refund as a matter of right.) Ordinarily, laboratory and special service fees are not refundable. Students withdrawing from individual courses are also eligible to receive credit on their account with the University according to the schedule given below.

SCHEDULE OF REFUNDS

<table>
<thead>
<tr>
<th>FALL/SPRING SEMESTER</th>
<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>Before the first day of classes and</td>
<td></td>
</tr>
<tr>
<td>To and including 10 calendar days</td>
<td>100%</td>
</tr>
<tr>
<td>To and including 17 calendar days</td>
<td>75%</td>
</tr>
<tr>
<td>To and including 24 calendar days</td>
<td>50%</td>
</tr>
<tr>
<td>To and including 31 calendar days</td>
<td>25%</td>
</tr>
<tr>
<td>Beyond 31 calendar days of the semester</td>
<td>no refund</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERSESSION/SUMMER SESSIONS</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of classes and</td>
<td></td>
</tr>
<tr>
<td>To and including 2 calendar days</td>
<td>100%</td>
</tr>
<tr>
<td>To and including 4 calendar days</td>
<td>50%</td>
</tr>
<tr>
<td>Beyond 4 calendar days of the session</td>
<td>no refund</td>
</tr>
</tbody>
</table>

* Note: Students billed a flat tuition will be eligible for a refund only if their total course load after the dropped course(s) falls below the flat tuition maximum credit load, or their course load prior to dropping the course(s) was greater than the flat tuition maximum credit load. The formula used to calculate refunds for students billed under flat tuition will be available from the Bursar’s office.

PRO RATA REFUNDS
An exception to the above policy applies to Title IV federal aid program recipients attending the University of Scranton for the first time. The 1992 amendments to the Higher Education Act specifies a pro rata refund of tuition, fees, room and board through 60% of the term. Term specific refund schedules are available from the Registrar’s Office.

HEALTH INSURANCE
The University offers each of its undergraduate students the opportunity to enroll in an attractive health insurance plan at the outset of each academic year. All students residing in University housing units must participate in the University’s sponsored health program, unless written evidence is presented showing coverage under another health program (e.g. parent’s health policy).

SCHOLARSHIPS AND FINANCIAL AID
The University desires to help as many qualified students as possible to complete a college education. For this purpose the University maintains an Office of Financial Aid and all inquiries concerning such assistance should be made to the Director of Financial Aid.

PROCEDURES FOR APPLYING FOR SCHOLARSHIPS AND FINANCIAL AID
1. Submit the University Application for Scholarship and Financial Aid. Incoming students must complete the application by February 15th. Returning students must complete and return the application by April 15th.
2. Complete the Free Application for Federal Student Aid (FAFSA). Priority filing date for incoming students is February 15th; for returning students, April 15th. FAFSA forms are available from High School Guidance Officers and from the University of Scranton Financial Aid Office.

In order to be eligible for financial aid, students are required to maintain satisfactory academic progress. Standards have been established for federal and University financial aid that measure a student’s progress toward a declared educational objective. These guidelines include a maximum time frame for completing a degree; a minimum percentage of credits completed each academic year, and a minimum cumulative G.P.A. A brief explanation is provided below.
Credit Requirements:

Full-time students are expected to complete their undergraduate degree within five academic years. Part-time students are allotted a period of time that shall not exceed ten academic years. Full-time students must complete a minimum of 24 credits during the year; three-quarter time students, 18 credits; and half-time students, 12 credits. Students enrolled for a combination of full and part-time must earn a proportionate amount of credits.

Academic Requirements:

All students must maintain a cumulative G.P.A. of 2.00 in order to demonstrate satisfactory academic standing. Academic Scholarship recipients are required to maintain a cumulative G.P.A. of 3.0.

Students should consult the Comprehensive Guide to Financial Aid for a full definition of Satisfactory Progress Standards and the appeals process. Copies are available at the Financial Aid Office.

The following financial aid programs are available:

LOANS:

FEDERAL PERKINS LOAN PROGRAM. The University administers this Federal program which provides 5% interest loans to needy students. A FAFSA Application is required of all loan applicants.

FEDERAL STAFFORD LOAN PROGRAM is available in cooperation with community banks, credit unions, and savings and loan associations. Applications should be obtained from your lender. The University of Scranton’s preferred lender is PNC Bank. Freshmen may borrow a maximum of $2,625, Sophomores — $3,500, and Juniors and Seniors - $5,500 per academic grade level. The aggregate maximum for undergraduate study is $23,000. Depending on their grade level, independent students may borrow $4000-$5000 in unsubsidized Stafford loans.

FEDERAL PLUS PARENT LOAN is available for parents of dependent students. Credit worthy parents are able to borrow up to the difference between a student’s cost of attendance less total other financial aid. Additional details and applications are available from community lending institutions.

THE PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY has been designated by the General Assembly to administer the State Grant Program. Students may be awarded from $200 to $2,700 per year. A FAFSA application must be filed by May 1.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT is a federal campus-based program awarded by the University. Amounts may range from $200-$2,500 per year to students who demonstrate exceptional need. Priority is given to Pell recipients. A FAFSA Application is required for this program.

THE FEDERAL PELL GRANT provides Federal grants, ranging from $400 to $2,340 per academic year, based on financial need. A FAFSA application is required.

UNIVERSITY OF SCRANTON AWARDS

The University offers a number of awards to students based on academic merit and financial need. Accepted freshmen are considered for these awards when a FAFSA and University Application for Financial Aid are submitted.

OTHER PROGRAMS:

THE FEDERAL WORK-STUDY PROGRAM is a federal campus-based program that provides employment during the academic year and the summer for students demonstrating financial need. The majority of the jobs are on-campus positions in various departments and administrative offices. Some jobs, both on and off campus, involve community service. Students seeking campus employment must file a FAFSA Application and Work-Study Application.

VETERANS BENEFITS — Veterans and eligible dependents should consult with their local Veterans Administration counselor in order to establish their eligibility for participation. The Office of the Registrar certifies enrollment for eligible veterans with the Veterans Administration (VA form 22-1999).

U.S. ARMY ROTC SCHOLARSHIPS are available. Full details may be secured by contacting the Military Science Department in Rock Hall (ph. 941-7457 or 941-6336). Approximately 85% of cadets are awarded scholarships, worth up to $60,000.

OFFICE OF VOCATIONAL REHABILITATION under the Pennsylvania Department of Labor and Industry provides help to qualified students. Residents of other states should inquire about similar programs available in their state of residency.

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SCHOLARSHIPS:
Each year the University offers merit scholarships which are based on a student’s high school record of academic achievement. These scholarships include both Ignatian (full tuition) and Loyola (partial tuition) awards. Scholarship application procedures are outlined in the University Prospectus.

SCRANTON PREPARATORY SCHOOL SCHOLARSHIP
This four-year, full-tuition scholarship, initiated in 1947 by the President and Board of Trustees of the University, is given annually to a graduate of the Scranton Preparatory School in honor of the following (the name of the scholarship, therefore, rotates from year to year):
— to Kathleen M. Kelly
— to Laura M. Novak
— to Mary Ellen Donohue
Selection of the recipient is on the basis of academic achievement, qualities of leadership, service to the Preparatory school, and recommendation of the President and Dean of Studies of the Preparatory School.

IGNATIAN SCHOLARSHIPS
The Ignatian Scholarship was formerly known as the Presidential Scholarship. Its designation was changed in 1991 in honor of the 500th Anniversary of the birth of St. Ignatius, the founder of the Jesuits, and the 450th Anniversary of the Society.

The awarding of Ignatian Scholarships provides a unique opportunity to recognize individuals who have served this institution as trustees, faculty, staff or friends.

The names of the Ignatian Scholarships and the recipients for 1992-96 are:
THE REV. JOHN J. BURNS, S.J. SCHOLARSHIP—to Kathleen P. Drower of Tunkhannock, Pennsylvania (Scranton Preparatory School).
THE REV. JAMES J. CONLIN, S.J. SCHOLARSHIP—to Thomas W. Janofsky of West Chester, Pennsylvania (Devon Preparatory School).
THE JOHN S. FLANAGAN SCHOLARSHIP—to Michael R. Tracy of Scranton, Pennsylvania (West Scranton High School).
THE HUGH J. GOWNLEY SCHOLARSHIP—to Melissa M. Incavido of Lake Ariel, Pennsylvania (North Pocono High School).
THE EUGENE A. MCGINNIS, PH.D. SCHOLARSHIP—to Timothy M. Gallen of West Chester, Pennsylvania (Regis High School).
THE MONSIGNOR PAUL J. PURCELL SCHOLARSHIP—to Maria D. Reese of Lake Ariel, Pennsylvania (North Pocono High School).
THE SAMUEL R. TODARO, M.D. SCHOLARSHIP—to Michele A. Battle of Scranton, Pennsylvania (Scranton High School).
THE JOHN C. WILLIAMS SCHOLARSHIP—to Steven E. Pustay of Levittown, Pennsylvania (Holy Ghost Preparatory School).
The names of the Ignatian Scholarships and the recipients for 1993-97 are:


THE MR. STUART SUBOTNICK SCHOLARSHIP—to Jill S. Polakowski of Lakehurst, New Jersey (Manchester Township High School).

THE MR. PAUL J. WEIR SCHOLARSHIP—to Kristen L. Hines of Churchville, Pennsylvania (Gwynedd-Mercy Academy).

The names of the Ignatian Scholarships and the recipients for 1994-98 are:

THE RICHARD J. BOURCIER, PH.D. SCHOLARSHIP—to Thomas Truszkowski of Long Valley, NJ (Oratory Preparatory School).

THE REV. JOHN J. HIGGINS, S.J. SCHOLARSHIP—to Elizabeth Pilat of Nashua, NH (Bishop Guertin High School).

THE REV. WILLIAM B. HILL, S.J. SCHOLARSHIP—to Margaret Mullan of Elkton, MD (Archmere Academy).

THE BERNARD V. HYLAND, M.D. SCHOLARSHIP—to Karen Carpency of Hellertown, PA (Bethlehem Catholic High School).

THE THOMAS J. MCHUGH, ESQ. SCHOLARSHIP—to Nancy Klein of Franklin Square, NY (Kellenberg Memorial High School).

THE HON. ROBERT J. MELLOW SCHOLARSHIP—to Georgette Lavetsky of Dickson City, PA (Scranton Preparatory School).

THE MRS. ETHEL MULLIN SCHOLARSHIP—to Karolyn Teufel of Kingston, PA (Bishop O'Reilly High School).

THE PATRICK T. RYAN, ESQ. SCHOLARSHIP—to Jennifer Taylor of Sinking Springs, PA (Holy Name High School).

The names of the Ignatian Scholarships and the recipients for 1995-99 are:

THE REV. JOSEPH M. HAMMERNICK, S.J., SCHOLARSHIP—to Kathryn A. Janofsky of West Chester, Pennsylvania (the Academy of Notre Dame).

THE DAVID W. HAWK SCHOLARSHIP—to Johanna C. Eltz of Carbondale, Pennsylvania (Sacred Heart High School).

THE LAWRENCE J. HOWARD, M.D., SCHOLARSHIP—to Amy S. Baranoski of Wilkes-Barre, Pennsylvania (Elmer L. Meyers High School).

THE SR. MATTHEW ANITA MACDONALD, S.S.J., SCHOLARSHIP—to Andrea C. Thompson of West Chester, Pennsylvania (Villa Maria Academy).


THE ETHEL PELL SCHOLARSHIP—to Timothy S. Palmer of Berwick, Pennsylvania (Lehigh Area High School).

THE JOHN J. PRICE SCHOLARSHIP—to John J. Dziak of Pittston, Pennsylvania (Pittston Area Senior High School).

THE JOHN P. ROCHON SCHOLARSHIP—to Kara B. Haughton of Flushing, New York (The Mary Louis Academy).

THE LARRY STETLER SCHOLARSHIP—to Katherine E. Roth of Levittown, Pennsylvania (Conwell-Egan Catholic High School).


THE ANONYMOUS FRIEND SCHOLARSHIP—to Michael F. Swierczek of Summit Hill, Pennsylvania (Marian High School).

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PIUS X SEMINARY SCHOLARSHIP

Dr. Arthur Jordan initiated the Rev. James Flynn ’58 Memorial Scholarship for the purpose of assisting University of Scranton students at Pius X Seminary in need of financial aid.

PURPLE CLUB SCHOLARSHIPS

Noteworthy among gifts to University of Scranton students are the significant amounts annually contributed by the Purple Club of Scranton. Since its founding in 1933, the Purple Club has provided special financial support to deserving and qualified students.

ENDOWMENT

The University Endowment welcomes gifts of funds or property from alumni, parents of students, and other persons interested in the support of higher education.

Generally, the principal of an “endowment” is non-expendable. Income earned by investment of the endowment may be used for scholarships, awards, academic chairs, maintenance of buildings or other purposes specified by donors.

Some endowments are established by bequest through wills. Charitable Trusts and insurance programs, in more than a dozen variations, also provide a significant source of endowment funds, with the added feature of a life income for the donor. Outright gifts of highly appreciated securities or other property constitute another source of endowment funds.

Those interested in learning more about the cost and tax advantages of establishing a scholarship or other memorial, should contact:

Robert J. Sylvester
Vice President for Institutional Advancement
(717) 941-7661

Marie Trovato
Director of Planned Giving
and Special Gifts
(717) 941-7661

ENDOWED SCHOLARSHIPS AND AWARDS

THE ALPERIN FAMILY AWARD—Members of the Alperin Family (Irwin E. Alperin, Myer Alperin, Toni Alperin Goldberg, the late Joel M. Alperin, and their families) established this award in 1987. It is given to incoming students who have demonstrated excellence in the classroom and financial need. First preference is given to employees of the Alperin family companies and their families, but all worthy students from Lackawanna County and Northeastern Pennsylvania are considered.

THE JOSEPH JAMES AND MARY AGNES ANDRAKO AWARDS—These funds were established in 1988 according to the provisions in the will of the late Joseph J. Andrako. The award benefits students who have financial need and who are enrolled in a pre-medical or allied health sciences program.

THE FRANK A. AND HELEN S. BACIEWICZ SCHOLARSHIP—This fund was created in memory of Frank Baciewicz by his family and widow. The student must embody characteristics of generosity, thoughtfulness, humor, and mental and physical tenacity. First consideration will be given to students from the Dickson City or Scranton area.

EDWARD F. BARTLEY SCHOLARSHIP—Joseph Austin ’52 and his wife, Mary, established this award in 1996 to honor Bartley, a U of S professor emeritus. The scholarship will be awarded to students from Lackawanna County, with preference given to students from the Mid-Valley area.

VELIO E. BERARDIS, M.D., MEMORIAL AWARD—In 1989 Mrs. Dorothy Berardis established a fund to honor the memory of her husband, Vello E. Berardis, M.D. This fund provides awards, based on merit and need, to senior pre-med students who hope to attend medical school. Special preference is given to those who plan to attend Jefferson Medical College.

THE MICHAEL J. BEVILACQUA AWARD—Established in 1989 by the Bevilacqua family as a memorial to honor the late Michael J. Bevilacqua. It is available to students from New Jersey when more than one member of the family is in college at the same time.

THE FRANCIS P. BOLAND, M.D. MEMORIAL AWARD—Family, friends and colleagues established this fund shortly after Dr. Boland’s death in 1987. Each year a grant is given to Lackawanna County residents who are pre-med students. The award is based primarily on merit.
MARGARET BRIGGS FOUNDATION SCHOLARSHIP—In 1995 the Margaret Briggs Foundation established this award for an incoming freshman who demonstrates financial need. Students from Lackawanna County will be given first consideration, thereafter qualified students from one of the surrounding counties will be considered.

BURKE FAMILY AWARD—Income from this fund provides awards to needy and deserving students. The Burke family was originally from the Hyde Park section of Scranton. Thomas F. Burke, Class of ‘09, played a leadership role in founding the award.

ALIO J. BUSELLI MEMORIAL SCHOLARSHIP—Created in memory of Alio J. Buselli by his wife, June, to assist incoming freshmen from Lackawanna County pursuing a degree in chemistry.

REV. HENRY J. BUTLER, S.J. MEMORIAL AWARDS—The first was established in 1984 by James Summers in honor of the Executive Vice President of the University who died in office in 1981. A second Butler Award was established in 1985 by John A. McCrane, a classmate of Father Butler at Georgetown University.

THE PRIVATE FRANK J. CALI SCHOLARSHIP—Mr. and Mrs. Samuel C. Cali created this scholarship in memory of Mr. Cali’s brother. It is available to any student who meets the University of Scranton qualifications.

BRIDGET CARNEY AWARD—This fund was established in 1972 by a bequest of James H. Kearney, M.D. Income from the fund, which is named to honor the memory of Dr. Kearney’s mother, is used for awards for students, one or both of whose parents were or are parishioners of St. Ignatius Parish, Kingston, Pennsylvania.

JAMES J. CLAUSS AWARD—Established in 1973 by a local businessman and alumnus, Class of ’47, this fund provides aid to students who require financial assistance, but do not qualify for most award programs based on financial need. First consideration is given to Northeastern Pennsylvania students.

JON A. CLAUSS AWARD—An endowed Award was established in 1980 to honor the memory of Jon A. Clauss, son of Dr. and Mrs. Thomas F. Clauss of Justus, Pa. Income from the award is distributed to deserving young men and women.

GRACE COURTNEY SCHOLARSHIP FUND—Raymond S. Courtney established this award with a bequest in memory of his wife. This award provides financial assistance to students who meet the University’s admission requirements.

HAROLD DAVIS M.D. SCHOLARSHIP FUND—This award, established in 1994, is presented to a female undergraduate from Northeastern, Pennsylvania pursuing a degree in the health sciences. The recipient must be involved in extra curricular activities. Both financial need and scholastic merit will be considered.

THE JUDITH A. DOYLE SCHOLARSHIP—This scholarship was created by Mr. Joseph T. Doyle in honor of his wife and in appreciation of his Jesuit education at the University of Scranton.

THE DENISE DUBBELS MEMORIAL SCHOLARSHIP—This fund was created by students and faculty members in memory of Denise, an Honors Program student and member of the Special Jesuit Liberal Arts program, who was killed in an automobile accident while studying in Russia. Her degree was conferred posthumously in 1994. The scholarship aids students who want to study in non-Western European countries.

ROBERT I. EDELSOHN AWARD—In 1964 a sum was bequeathed in the Estate of Robert I. Edelsohn, a Polish immigrant who became a Scranton businessman and realtor. Income from the fund is used to furnish awards for needy and deserving students at the University.

EDUCATIONAL FREEDOM AWARD—In 1990 Joseph E. McCaffrey established this award to aid students who graduate from Lackawanna County parochial schools. Mr. McCaffrey, a member of the New Jersey Chapter of Citizens for Educational Freedom, hopes this award will remind students to continue to pursue the goals of The Citizens for Educational Freedom.

THE ETR AND ASSOCIATES, INC. SCHOLARSHIP—This fund was created by Mr. Robert E. Lee, President of ETR and Associates, in appreciation of the fine Jesuit education his daughter received at the University of Scranton. The scholarship is open to any student demonstrating personal financial need.
LAUREEN FINN MEMORIAL AWARD—Laureen Finn passed away in her sophomore year at the University of Scranton. Family, friends and fellow members of the class of 1990 established this award in memory of Laureen. The funds are awarded to a freshman education or English major with preferences given to residents of Englishtown, New Jersey.

THE MARTHA FITCH AWARD—In 1955 a bequest was made to the University by Miss Martha Fitch, a retired nurse and former superintendent of Thompson Hospital, Scranton. Income is used to provide scholarships for needy and deserving students.

FATHER FITZPATRICK SPIRIT FUND—Established by several alumni in memory of Fr. Fitzpatrick who guided and influenced many students, the fund provides for special needs for athletics, crisis funds for students in need, and items related to the encouragement of school spirit.

THE JAMES H. FOY, M.D. MEMORIAL AWARD—Established in 1987 by Dr. and Mrs. Joseph J. Rupp to honor Dr. Foy whose encouragement and support helped Dr. Rupp in his education. The award is given to pre-medical students who also demonstrate proficiency in the humanities.

THE JAMES M. FRANEY SCHOLARSHIP—This scholarship fund was started from a bequest from the Estate of Mr. James M. Franey. The scholarship benefits students from the Northeastern Pennsylvania area.

THE SARA G. FRIEL MEMORIAL AWARD—Before her death in 1982, Sara G. Friel, aunt of then University President, William J. Byron, S.J., directed that part of her estate be used to assist deserving and financially needy students each year.

JOSEPH P. GALLAGHER MEMORIAL SCHOLARSHIP—The Greater Scranton Chamber of Commerce created this award in 1995 to honor the memory of Mr. Gallagher who was employed by the Chamber for 15 years. The award will be given annually to a senior who is the son or daughter of an employee of any current member of the Chamber.

THE JOHN R. GAVIGAN AWARD—In 1989 the University of Scranton established Gavigan College in honor of John R. Gavigan who, for 37 years, served the University in numerous capacities. Also established in 1989, by University Alumni and friends of John, was the Gavigan Award Fund to assist students in financial need.

THE MORRIS AND MAE GELB AWARD—The Morris and Mae Gelb Award Fund was established in 1989, through gifts from the Gelbs, members of their family and friends. This award benefits deserving and needy students of all faiths attending the University.

THE REVEREND JOSEPH GIRARD GILBRIDE, S.J. MEMORIAL AWARD—This fund is for residents of Peckville (Blakely Borough), Carbondale, Throop, Nanticoke, the Parsons Section of Wilkes-Barre, and Plymouth; all in Northeastern Pennsylvania. It was established by Fr. Joseph G. Gilbride, prior to his death, to provide awards to needy and worthy students.

THE DR. AND MRS. JOHN GIUNTA SCHOLARSHIP—Professor Giunta created this scholarship out of his loyalty to the University of Scranton and his appreciation for the fine education his own children received here. The award is given to an incoming freshman pursuing a degree in economics.

THE PETER S. GRAYBAR MEMORIAL AWARD—This fund was created to honor Peter S. Graybar, a beloved friend and active member of the University of Scranton’s Class of 1993. The award provides assistance to a Junior who has demonstrated active involvement in extra-curricular activities.

THE EDWARD T. GRONCKI AWARD—Established to honor the memory of a University of Scranton alumnus, the awards are given to deserving young men and women. First consideration is given to residents of Lackawanna County.

THE IRVING AND ERYTHE GROSSMAN SCHOLARSHIP FUND—This fund was created out of the generosity of Irving and Edythe Grossman and is a memorial in their honor. Eligible students must demonstrate academic achievement and participation in community service.

JUDGE FREDERICK W. GUNSTER AWARD—The Estate of Joseph F. Gunster provided funds for this award to honor the memory of his father. Awards are based on merit.
MARGARET GUNSTER AWARD—Joseph F. Gunster’s mother is remembered through an award designed to assist students from low income families. (This fund was also established by Mr. Gunster’s bequest.)

RUTH GUNSTER MEMORIAL AWARD—In 1971, Joseph F. Gunster, Class of ’17, established the Ruth H. Gunster Memorial Award Fund in loving memory of his wife. This fund, which was increased by a bequest in 1980, is used for awards given annually to students from N.E. Pennsylvania.

THE JOHN AND LUCILLE GUZEY AWARD—An endowed award by Mr. and Mrs. John Guzey was begun initially in 1978. It assists members of the Scranton Boys’ and Girls’ Clubs, and also students with financial need.

A.J. GUZZI GENERAL CONTRACTORS, INC. SCHOLARSHIP—Angelo J. Guzzi created this award to assist qualified and deserving students from one of the following high schools: Abington Heights, Valley View, Mid-Valley and Lakeland. The recipient will be an incoming freshman who demonstrates financial need.

REV. HANLEY AWARD—This award is named for the late Dexter Hanley, S.J., Esq., former University President. Aid from this fund is granted to nieces and nephews of University Jesuit personnel.

REV. WILLIAM B. HILL S.J. SCHOLARSHIP FUND—This fund was established to honor Fr. Hill by his sister, Gerardine C. Hill. Since 1969, Fr. Hill has served in several administrative positions at the U. of S. including assistant to the president.

THE HILL NEIGHBORHOOD ASSOCIATION/PETER CHEUNG AWARD—This fund was named for Peter Cheung, who died in an accident while an undergraduate. Awards are given to a junior or senior who has demonstrated service to the neighborhood and the University community. Preference is given to residents of the City of Scranton’s Hill Neighborhood.

THE HOESCHELE-STEINMETZ AWARD—This fund was established by General Electric in honor of David B. Hoeschele, an alumnus of the class of 1950. Mr. Hoeschele was chosen by G.E. for their prestigious award for his leadership in the field of electronic circuit design. He then requested the funds be used to establish an award for United States citizens or permanent residents from Northeastern Pennsylvania. The recipient should be enrolled as a full-time undergraduate in either the Physics or Electronic Engineering program. This award is based on need and academic merit.

GEORGE RONALD HOLMES PH.D. SCHOLARSHIP—Dr. Holmes and his wife started this award to provide aid to junior and senior psychology majors.

THE FRANK AND JEAN HUBBARD AWARD—This fund was established through a generous gift from Frank and Jean Hubbard. It is for graduates from North Pocono High School in the top 25% of the class who have financial need. It is expected that the recipient will take a minimum of fifteen credits each semester.

ITT AWARD—The International Telephone and Telegraph Corporation established this award fund to encourage students to pursue academic excellence. The Dean of Admissions annually selects an incoming freshman to receive the award, which is renewable based on academic achievement.

THE JESUIT COMMUNITY SCHOLARSHIP—Substantial annual gifts from the University of Scranton Jesuit Community have made possible an endowment to provide unrestricted scholarship aid to deserving students. Most awards are based on financial need and academic achievement.

THE JETHRO SCHOLARSHIP—Established by a University of Scranton faculty member, Dr. Everett R. Brown, the grant is awarded to a freshman Management, Marketing or Economics/Finance major who demonstrates he or she has earned a significant amount of total college expenses. It is not dependent upon financial status of parents, nor high school grades. Available for four years, as long as the recipient maintains a grade point average of 3.00 or better.

B. CARL JONES MEMORIAL AWARD—This fund was established in 1988 by family, friends and colleagues of the late B. Carl Jones, a University trustee and benefactor. The fund provides financial assistance, based on need, to students from Lackawanna County who are enrolled in the School of Management.
THE FRANCIS J. KEARNEY AWARD—A 1977 gift from a retired pharmacist, followed by a bequest in 1979, made possible this award fund to assist deserving students in need of financial aid.

KOCH-CONLEY AMERICAN LEGION AWARD—Established in 1985 by agreement with the American Legion, these awards are provided on the basis of academic achievement and financial need. First preference is given to family members and grandchildren of the members of the Koch-Conley American Legion Post 121. Thereafter, family members of other Pennsylvania American Legion Post members may be considered.

REV. STEPHEN A. KOLLAR MEMORIAL AWARD—Established in 1977 from the Will of the late pastor of Holy Family Church, Scranton, PA. Applications must be considered in the following priority: 1) kinship to Rev. Stephen Kollar; 2) members of the Holy Family Church for a minimum of three years prior to filing the application. In the event that there are no eligible candidates in these categories, other needy students may be considered.

THE MARY R. WALSH KRAHE AWARD—Established in 1987 by Mary R. Walsh Krahe in memory of her brothers, Nicholas E. Walsh and William E. Walsh, and the Walsh family of Old Forge, Pennsylvania. Funds provide support to a student from Lackawanna County with preference given to students who attended Old Forge High School.

KUEHNER AWARD—This fund was established by Carl, class of ’62, and Joanne Kuehner of Naples, Florida in 1985. Income from this fund provides financial assistance to needy students from single parent families in Lackawanna County.

JOSEPH F. AND ROBERT G. LAVIS AWARD—In 1990 a gift was made to the University through the estate of Robert G. Lavis, a Scranton businessman. Income from this fund provides a full four year award to an incoming freshman. This award also helps junior and senior students (who have a reduction in their ability to meet educational expenses).

EDWARD P. LEAHY AWARD—An endowed fund established in 1989 by Edward R. Leahy, Esq., in honor of his late uncle provides aid to needy students.

THE LESLIE FAY SCHOLARSHIP—This fund was established to assist with the cost of education for students of Leslie Fay employees at the Wilkes-Barre, Pennsylvania facility.

THE RALPH J. LOMMA AWARD—This award is presented to students with outstanding high school records in honor of Ralph J. Lomma, an alumnus of the University and a distinguished Scranton businessman. The full-tuition scholarship is awarded each four years to one student.

THE WILLIAM V. LOUGHRAN AND ALBERT E. PETERS AWARD FUND—Established in 1985 through a gift of Albert E. Peters and Elizabeth Loughran Peters, this fund provides awards, based on merit and need, to seniors who intend to pursue graduate studies in the fields of science, chemistry, and medicine.

(THE) MONSIGNOR ANDREW J. MCGOWAN SCHOLARSHIP—The F.M. Kirby Foundation, Inc. established this award to honor Msgr. McGowan, a U of S former trustee and honorary degree recipient. It will be used to assist deserving students who reside in either Lackawanna or Luzerne County.

THE BRUCE LOWENBERG AND JOHN MCLEAN KELLY MEMORIAL AWARD—This fund was established in 1988 by Mrs. Frances McLean Lowenberg. It provides awards to qualified and deserving young men and women.

THE FRANK J. AND MARY C. MACENTEE MEMORIAL AWARD—Founded by the MacEntee Family in memory of their beloved parents. This award will assist deserving students with their education costs.

BETH ANNE MACKIE MEMORIAL AWARD—This fund was created as a memorial to Beth Anne Mackie by her parents. The eligible student must be a psychology major showing academic excellence.

THE CONGRESSMAN AND MRS. JOSEPH MCDONALD PROGRAM OF PUBLIC SERVICE—The fund, established in 1990, supports students, majoring in Political Science, doing internships in Scranton area government offices with the intention of following a career in public service.
THE ROBERT L. McDEVITT, K.S.G. AWARD—Income from a Fund established in 1977 provides assistance to qualified and deserving Hanley College students. The award was established by Robert L. McDevitt, K.S.G., a Georgetown University classmate and long-time friend of the late Rev. Dexter L. Hanley, S.J., who served as president of the University from 1970 to 1975.

THE JOHN P. MCLEAN AWARD—Established in 1985 by former trustee, Thomas E. Sheridan '60, and many other alumni, students, family and friends to honor Professor John P. McLean, a School of Management faculty member for over 50 years. It is distributed to deserving accounting students.

CHARLES E. MERRILL AWARD—In 1969, the Charles E. Merrill Trust of New York City made a gift to the University. The income from this award assists students of the Catholic faith.

THE ANGELO H. MONTRONE AWARD—This fund was established by Paul M. Montrone, '62, President of the Henley Group, Inc., to honor his father. It assists a School of Management student who best exemplifies the senior Mr. Montrone's life-long dedication to self-improvement and ethical behavior in business.

THE ROBERT W. MUNLEY MEMORIAL AWARD—This fund was established by Robert W. Munley, Esq. and Judge James M. Munley as a way of honoring their father Robert W. Munley. Income from this fund will support deserving young students from Lackawanna County.

THE MURPHY AWARD—This fund was established in 1957, through a bequest of Miss Margaret Murphy, a retired schoolteacher and lifelong resident of Scranton. Margaret and her sister Katherine made the award "in loving memory of our mother, father and brothers," to assist needy and deserving students.

JAMES NASSER FAMILY AWARD—This fund was established in 1986 by Mr. and Mrs. James R. Nasser. Preference is given to needy students from Lackawanna County.

NATWEST SERVICES SCHOLARSHIP—Sons or daughters of NatWest employees are eligible for this award. The U of S Financial Aid office will select a student based on financial need.

THE NEPA APICS AWARD—Established in 1987 by Northeastern Pennsylvania Chapter of the American Production and Inventory Control Society for qualified junior or senior students enrolled in the Operations Management major of the School of Management and/or active members of the University of Scranton Chapter of APICS.

THE MARION R. OATES MEMORIAL AWARD—This fund was established in memory of an alumna who passed away in an automobile accident shortly after her 1990 graduation. Awards from this fund will aid middle income students from New Jersey.

THE RAYMOND S. O’CONNELL AWARD—Shortly before his death in 1981, an alumnus of St. Thomas College, Raymond S. O’Connell, established a fund for needy students. His sister, Sara E. O’Connell, completed the gift after Raymond’s death.

FRANK O’HARA AWARD—This award was established in 1988 by friends and family of “Mr. University,” Frank O’Hara. Mr. O’Hara served in many capacities over a long career with the University. This fund, along with O’Hara Hall, were established in his memory.

THE MARIAN N. AND PATRICK F. O’HARA AWARD—Income from an endowment provides unrestricted awards grants to deserving young men and women.

OPPENHEIM FAMILY AWARD—This fund was established by the Oppenheim Family, who for many years owned and operated Oppenheim’s Department Store and its predecessor, The Scranton Dry Goods Co. Income from the fund is used primarily for part-time, non-traditional students who need financial assistance.

ERNEST D. PREATE AWARD—The family of Attorney Ernest D. Preate, Sr. established this fund in March 1982. First consideration is given to needy students who are residents of Lackawanna County.

THE REV. J.J. QUINN, S.J. SCHOLARSHIP—This scholarship honors Rev. J.J. Quinn, S.J., professor emeritus of English. It was started by alumni and former students to honor Fr. Quinn’s many years of service to the University of Scranton, his students, and the community.
THE FRANCIS E. AND ELIZABETH BRENNAN REDINGTON SCHOLARSHIP—This fund was established in 1984 according to provisions in the will of the late Francis E. Redington. It provides financial assistance to students on the basis of both ability and need. Some portion of the income each year supports scholarships for students from the Republic of Ireland.

JOHN CHARLES & KATHRYN S. REDMOND FOUNDATION AWARD—The income from this fund will be directed to an outstanding student who is not eligible for any direct financial aid, as specified by state or federal regulations, but who shows financial need because of the student’s family situation (e.g., number of children in school needing parental support).

THE DR. RICHARD A. RENDICH EDUCATIONAL AWARD—This endowed fund was established by the family of University alumnus, Grace Rendich. Income from the fund is used to assist in the education of needy young men aspiring to the priesthood.

JOHN M. ROBINSON AWARD—Established by John M. Robinson who attended the University and subsequently established LPS Industries, Inc. in Newark, New Jersey. The Award assists promising and deserving students. Scranton area residents receive first consideration.

PATRICK AND MARIE C. ROCHE SCHOLARSHIP—Out of their affectation for the University and respect for the school’s mission, Scranton natives, Patrick and Marie Roche created this scholarship for eligible Lackawanna County students.

THE MARY KAY/ROCHON SCHOLARSHIP—This scholarship was set up by Mr. John Rochon and the Mary Kay Foundation. It is awarded to bright, female students in economic need.

REV. JOSEPH A. ROCK, S.J. SCHOLARSHIP—Created in memory of Father Joseph A. Rock, S.J. who served as acting president in 1970, to assist students enrolled in the academic development program.


CHARLES V. SABATINO, SR. SCHOLARSHIP—This fund was established in 1990 by Frank C. Sabatino, Esq. ’76 as a memorial to his father. This scholarship, based on merit, is awarded to a sophomore who has studied history.

THE JOSEPHINE SARCINELLI MEMORIAL AWARD—Med Science Laboratories, Scranton, established this award in 1983 to honor the memory of Josephine Sarcinelli, the office manager of the firm for many years. The award is given to an incoming freshman from Lackawanna County who is in financial need and intends to major in medical technology.

THE JOSEPHINE SARCINELLI MEMORIAL AWARD—This endowed fund was established in 1977 by the late Mr. Frank Suraci, Chairman of Parodi Cigar Corporation, to honor his wife Amelia. After Mr. Suraci’s death, contributions from the Suraci and Keating families were added to the endowment. Each year, income from the fund is distributed to deserving and needy students.

THE TRL ASSOCIATES SCHOLARSHIP—This award was established by Stephen P. Hrobuchak, Jr., President of TRL, Inc., to benefit TRL employees and their children.

UNICO SCHOLARSHIP—The UNICO Foundation of the Scranton Chapter of UNICO National, a philanthropic group, established this fund in 1980 to offer financial assistance to deserving students.
CHARLES J. VOLPE MEMORIAL AWARD AND LECTURE—Established in 1988, this fund is in memory of Charles J. Volpe, a well respected Scranton businessman and public servant. The award provides tuition for a student, entering their senior year, who is majoring in Political Science. The Lecture Fund provides for an annual lecture featuring a well known public servant.

THE PAUL L. WALEFF MEMORIAL AWARD—This fund was established by the parents of Paul L. Waleff, who died in 1984 while a student at the University of Scranton. The award is presented to a junior or senior who plans a career of service to the handicapped.

THE WILLIAM ZAHLER AWARD—In 1986, Mr. and Mrs. William P. Zahler of Mayfield Heights, Ohio established an award in memory of their son William Zahler, Jr., an associate professor of English at the University. Income from the endowed award is distributed to deserving young men and women.

ANNUAL AWARDS

DR. A.J. CAWLEY AWARD—In memory of Dr. A.J. Cawley of Pittston, Pa., a fund was established by a legacy from his sister, Miss Ellen Cawley. Income therefrom is used to provide an award to a Physics Major each year.

CECO ASSOCIATES, INC. AWARD—Started in 1993 by Mr. Angelo Rosati, President of CECO Associates, Inc. to assist a Lackawanna County senior pursuing a degree in engineering or a similar field.

CONNAUGHT LABORATORIES, INC.—Each year, two graduate students with demonstrated excellence in the field of biology and who are pursuing a Biochemistry Masters Degree are selected for a summer internship at Connaught’s Swiftwater, PA location.

THE LEN AND DEBORAH GOUGEON ST. ANN’S AWARD—Established in 1986 through a gift from Drs. Len and Deborah Gougeon. This award, based on need, will provide assistance to a graduate of St. Ann’s Grammar School or a member of St. Ann’s Monastery Parish, Scranton, PA.

JOSEPH P. HARPER AWARD—A fund was established in 1967 to honor the memory of Joseph P. Harper, Professor of Physics. An annual award is given to a senior Physics major upon the recommendation of the Physics department and with the approval of the Director of Financial Aid. The Department of Physics presents with the award, a citation reminding the recipient of the high scholarly ideals, exemplary life, and dedicated service represented by Professor Harper.

THE KATHRYN AND BERNARD HYLAND MEMORIAL AWARD FOR EXCELLENCE IN BIOLOGY—A gift from alumnus Bernard V. Hyland, M.D., made in loving memory of his parents, established in 1980 an endowment to perpetuate this annual award. The award is presented to a graduating senior from the Biology Department who, in the opinion of the department’s faculty, has achieved distinction based on academic excellence in biology, personal integrity and concern for others.

THE ROSE KELLY AWARD—A University of Scranton alumnus, Joseph Wineburgh, Ph.D., set in place an endowment to link the efforts of elementary and secondary school teachers to the achievements of college students. Each year, an outstanding student is selected by a committee appointed by the Academic Vice President. The Rose I. Kelly Award winner is asked to name a high school or elementary teacher who most influenced his or her pre-college academic preparation. Both the student and the teacher from pre-college days are honored at a campus ceremony. Dr. Wineburgh established the program to honor an elementary teacher, Rose I. Kelly, who greatly influenced his life.

LACKAWANNA COUNTY LAWYERS’ AUXILIARY AWARD—Established in 1982, this award is annually presented to an outstanding graduating senior from Lackawanna County to provide scholarship assistance in the first year of law school. The scholarship is given directly by the Lawyers’ Auxiliary, upon the recommendation of the University Pre-Law Advisor.

MR. AND MRS. PALMER P. LIBERATORE AWARD—Established in 1991 by Mr. Palmer Liberatore, the grant is given to a deserving student from Lackawanna County who demonstrates academic ability and financial need.

THE CHARLOTTE W. NEWCOMBE FOUNDATION AWARD—This fund provides scholarship aid for mature, second-career women students. 252
NORTHEASTERN PENNSYLVANIA SOCIETY OF PUBLIC ACCOUNTANTS
AWARD FUND—An endowed fund to aid deserving senior Accounting students in Dexter
Hanley College and the School of Management.

O’MALLEY & HARRIS PRE-LAW AWARD—This award, sponsored by the law firm
O’Malley & Harris, P.C., is based on the outcome of an annual competition among full-time
undergraduates at both the University of Scranton and Marywood College. Entry information is
available from either school’s pre-law advisor.

CHRISTOPHER JASON PERFILIO MEMORIAL AWARD FOR THE SPECIAL JESUIT
LIBERAL ARTS PROGRAM (SJLA)—This award was established by Christopher’s parents
and older brother for SJLA students who have high academic achievement and show financial
need. Christopher passed away the summer before his senior year. His degree was conferred
posthumously in May, 1995.

THE BERNARD SHAIR MEMORIAL AWARD—This award was established by family,
friends and colleagues of Dr. Shair through the Scranton Area Foundation. It will be presented
annually to a graduating senior of the University of Scranton who has been enrolled in an
accredited dental school the same year of the award.

THE ARMOND AND BETTY STRUTIN AWARD—This fund was created out of the gen-
erosity and commitment to the University of Scranton by Armond and Betty Strutin. The fund is
distributed each year to deserving students identified and designated by the Purple Club.
**BIENNIAL SCHOLARSHIP**

DR. JOHN H. CORCORAN AWARD—Biennially the Society provides funds for a University of Scranton student or students to enjoy the benefits of studying at an Irish University for one or two semesters in Ireland. Contact Dr. Mary Engel, Associate Dean of the College of Arts and Sciences, for further information.

**ENDED CHAIRS**

THE ALPERIN CHAIR IN BUSINESS ADMINISTRATION—Established by an endowment, this academic chair was set in place in 1980 through the gifts of three Scranton businessmen: Joel, Irwin and Myer Alperin, and their families.

The late Joel Mitchell Alperin was the originator and the principal sponsor of the chair and its endowment. Income from the Alperin brothers’ gift is applied to the salary of a professor in the School of Management.

THE CHAIR IN JUDAIC STUDIES—Income from an endowment established by alumni and friends of the University makes it possible for the University to invite, for short visits to Scranton, Judaic scholars from Israel, or other parts of the world, for public lectures and meetings with students and faculty.

THE PIUS X TEACHING CHAIR OF THEOLOGY—Established in 1976 by an anonymous gift, and the assignment of a matching grant from the University’s Commitment to Excellence capital campaign, this chair is occupied by a priest, or jointly by a set of priests, of the Diocese of Scranton. The chairholders are nominated by the faculty of St. Pius X Seminary and approved by the faculty of the Department of Theology and Religious Studies at the University.

THE JOSEPH T. AND FRANK M. MCDONALD CHAIR—Income from an endowment established by George and Dr. Herbert McDonald is used primarily to support the Pre-Law program, including support of the pre-law advisor, internship program, and advisory team; income is also used to provide scholarship assistance to deserving students in pre-law majors.

**OTHER ENDOWMENTS**

THE GUNSTER LIBRARY FUND—Established by the 1980 bequest of Joseph F. Gunster, Class of ‘17, income from this fund provides annual support for the Alumni Memorial Library.

JESUIT COMMUNITY CONTRIBUTION—Total contributed services of the members of the Jesuit Community of Scranton have been approximately $3,000,000 since 1942. This gift of funds, returned to the University from payments made to Jesuits for their services, has enabled the University to offer many scholarships from its operating budget and has substantially aided the building program.

JOHN J. LONG, S.J., FUND—Contributions to this fund were made by friends of the Very Rev. John J. Long, S.J., President of the University 1953-1963, on the occasion of his Golden Jubilee in the Society of Jesus and later as a memorial after his death in 1971. The fund is invested and the income therefrom is used for projects and programs concerned with the spiritual growth of students.

THE LOYOLA LECTURE—The Jesuit Community serving the University of Scranton has endowed a lecture program intended to bring distinguished Jesuit speakers to campus. Named in honor of St. Ignatius Loyola, founder of the Jesuit Order, this fund can also support visits by other scholars capable of assisting the University community to better appreciate the Jesuit heritage.

THE HARRY AND HELEN MACK AWARD FUND—This award was established through a Unitrust by Mrs. Helen Mack and is restricted to the University of Scranton’s Judaic Studies Program. It assists students and the community in learning about Jewish heritage and culture.
Crucial to the fulfillment of the University’s mission is its dedicated corps of faculty and staff, who work together to provide a stimulating and supportive environment for student achievement.
Officers of the University Corporation

J.A. Panuska, S.J., President
Marilyn Cour, Secretary
David E. Christiansen, Treasurer

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Royden B. Davis, S.J.
Louia DeNaples
Sr. Margaret Fleming, S.S.J.
John J. Gallagher, Esq.
Melinda C. Ghilardi, Esq.
Kathleen Graff
Cecilia Haggerty
David W. Hawk
Peter F. Hurst, Esq.
Jerome W. Jordan, M.D.

Robert B. Lawton, S.J.
Edward R. Leahy, Esq.
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Rev. Joseph G. Quinn
Harold E. Ridley, S.J.
James E. Sauvé, S.J.
William W. Scranton III
Susan M. Swain
Gerald P. Tracy, M.D.
David J. Williams

ADMINISTRATION

President of the University (1982)
Professor, Biology (1982)
B.S., Loyola College;
Ph.L., Ph.D., St. Louis University;
S.T.L., Woodstock College

Provost and Vice President for
Academic Affairs (1984)
Richard H. Passon, D. et U.* (1964)
Professor, English (1984)
A.B., King’s College;
M.A., Ph.D., University of Notre Dame
Vice President for Finance/Treasurer (1987)
David E. Christiansen (1987)
B.S., M.B.A., LaSalle University
Vice President for Planning (1986)
Glenn Pellino (1980)
B.A., M.A., St. Louis University;
Ph.D. Cand., University of Michigan

Vice President for Institutional Advancement (1983)
Robert J. Sylvester (1983)
B.S., University of Scranton;
M.A., Fairfield University
Vice President for University Ministries (1976) and
University Chaplain (1989)
Assistant Professor, History/Political Science (1976)
A.B., M.A., Fordham University;
Ph.L., S.T.B., S.T.L., Woodstock College;
M.A., Ph.D., Georgetown University
Vice President for Student Affairs (1988)
James T. Bryan (1988)
RS., State University of New York at Fredonia;
M.A., Michigan State University;
Ed.D., Columbia University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Dean, College of Arts and Sciences (1990)
Paul F. Fahey, D. et U.* (1968)
Professor, Physics/Electronics Engineering (1978)
B.S., University of Scranton;
M.S., Ph.D., University of Virginia

Dean, Dexter Hanley College,
Director of Instructional Development
and of Learning Resources Center (1986)
Shirley M. Adams (1986)
Assistant Professor, Education (1986)
B.A., University of Northern Iowa;
M.A., University of Iowa;
Ph.D., Iowa State University

Dean, Graduate School and
Director of Research (1995)
Robert E. Fowell (1985)
Professor of Mathematics (1995)
B.A., M.A., Michigan State University
Ph.D., Lehigh University

Assistant Provost (1993)
Richard McGowan, S.J.
B.S., Widener University;
M.S., University of Delaware;
M.Div., Th.M., Weston School of Theology;
D.B.A., Boston University

Associate Provost for Information Resources (1996)
Jerome DeSanto (1979)
B.S., M.B.A., University of Scranton

Special Assistant to the President (1987)
Professor, English (1969)
A.B., Georgetown University;
Ph.D., Woodstock College;
M.A., Ph.D., Fordham University

Dean, School of Management (1986)
Joseph J. Horton (1986)
Professor, Economics/Finance
B.A., New Mexico State University;
M.A., Ph.D., Southern Methodist University

Dean, College of Health, Education, and Human Resources (1991)
James J. Pallante (1991)
Professor, Health Administration and
Human Resources (1991)
Professor, Education (1994)
B.A., La Salle University;
M.S., Temple University;
M.A., Glassboro State College;
Ed.D., Rutgers University

Dean of Admissions (1981)
A.B., M.A., Loyola University Chicago;
S.T.B., Woodstock College

Associate Vice President for Operations, (1988)
B.S., M.B.A., University of Scranton

Associate Dean, School of Management (1985)
George V. Babcock, D. et U. * (1963)
Associate Professor of Economics/Finance
A.B., M.A., Ph.L., Boston College;
M.B.A., New York University

Associate Dean, College of Arts and Sciences (1986)
Director, Academic Advising Center (1987)
Director of Medical School Placement (1996)
Mary F. Engel (1986)
Associate Professor, English (1986)
A.B., St. Bonaventure University;
L.L., Katholieke Universiteit te Leuven;
Ph.D., Kent State University

Dean, School of Management (1986)
Joseph J. Horton (1986)
Professor, Economics/Finance
B.A., New Mexico State University;
M.A., Ph.D., Southern Methodist University

EMERITI

Thomas N. Beckish, M.S.
(1964)
Counselor/SOM Advising Center
Assistant Professor, Psychology

John R. Gavigan, A.B.
D. et U. * (1950)
Vice President for Student Affairs

Vice President for Administrative Services (1974-1992)

Zim E. Lawhon, M.S.
D. et U. * (1964)
Department of Military Science
Registrar

Robert T. Ryder, M.B.A.
D. et U. * (1946)
Vice President for Finance/Treasurer

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FACULTY

PROFESSORS EMERITI

Panos Apostolidis, Ph.D.
(1977-1989)
Department of Management/Marketing

Martin D. Appleton, Ph.D.
Department of Chemistry

John J. Baldi, M.S.S.W., D.S.S.
Department of Sociology

Edward F. Bartley, M.A.
D. et U. * (1938-1987)
Department of Math/Computer Science

Richard J. Bourcier, Ph.D.
Department of Foreign Languages and Literatures

Frank A. Camini, M.A.
D. et U. * (1941-1985)
Department of Foreign Languages and Literatures

John J. Clarke, Ph.D.
(1986-1995)
Department of Communication

Orestes P. Coccia, S.J.
Department of Theology/Religious Studies

Francis H. Curtis, M.Ed.
Department of Education

Joseph C. Dougherty, Ph.D.
Department of History/Political Science

Joseph T. Evans, Ph.D.
Department of Biology

Thomas M. Garrett, Ph.D.
Department of Philosophy

A. John Giunta, Ph.D.
D. et U. * (1960-1993)
Department of Economics/Finance

Walter Haab, Ph.D.
Department of Chemistry

Joseph M. Hamernick, S.J., S.T.B., M.A.
Department of Communication

William B. Hill, S.J., S.T.L., Ph.D.
Department of English

Daniel J. Houlihan, J.D.
D. et U. * (1947-1985)
Department of Accounting

Anne J. Jones, M.A.
Department of Fine Arts (1975-1986)

Helen P. Kelly, M.S.
Assistant Librarian

Raymond L. Kimble, Ed.D.
Department of Education

Lawrence J. Lennon, Ph.D.
D. et U. * (1946-1974)
Department of Psychology

Eugene McGinnis, Ph.D.
Department of Physics/EE

John P. McLean, B.S.
D. et U. * (1940-1990)
Department of Accounting

Marianne McGtige, M.S.
D. et U. * (1946-1986)
Associate Librarian

John J. Murray, Ph.D.
Department of English

Mildred A. Norton, M.S.
Associate Librarian

Matthew R. O’Rourke, M.A.
Department of English

Andrew W. Pionsky, M.S., E.E.
Department of Math/Computer Science

Department of Math/Computer Science

John J. Quinn, S.J., Ph. D.
Department of English

Stephen P. Ryan, Ph.D.
Department of English

Henry V. Satlier, C.S.S.R.
Department of Theology

Angelina T. Scardamaglia, M.S.
D. et U. * (1947-1978)
Assistant Librarian

Cheng Hwa Siao, M.A., M.S.L.S.
Associate Librarian

John C. Williams, M.S.
Department of Education

Robert E. Young, S.J.
Department of Foreign Languages and Literatures

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PROFESSORS

Edwin Merrill Adams (1992)
Assistant Professor, Biology (1992)
B.S., The Citadel,
Ph.D., Medical University of South Carolina

Brad A. Alderd (1989)
Associate Professor, Psychology (1993)
B.A., Millsaps College;
M.A., Ph.D., University of Mississippi;
Clinical Fellowship, University of Pennsylvania School of Medicine
Licensed Psychologist

Associate Professor, Biology (1980)
B.S., State University of New York at Fredonia;
M.S., Ph.D., Lehigh University

Brad A. Alford (1989)
Associate Professor, Psychology (1993)
B.A., Millsaps College;
M.A., Ph.D., University of Mississippi;
Clinical Fellowship, University of Pennsylvania School of Medicine
Licensed Psychologist

Patricia A. Bailey, R.N. (1983)
Professor, Philosophy (1993)
A.B., Yale University;
M.A., Ph.D., Boston College

Assistant Professor, Sociology/Criminal Justice (1975)
B.S., M.S., Virginia Commonwealth University;
M.E.D., M.S., East Stroudsburg University

Subramanian Balakrishnan (1992)
Assistant Professor, Management/Marketing (1992)
B.S., Indian Institute of Technology, Madras;
Ph.D., University of Pittsburgh

Associate Professor, Psychology (1985)
B.A., University of Maine;
Ph.D., University of Maine

Carolyn E. Barnes (1988)
Professor, Physical Therapy (1988)
Chairperson, Department of Physical Therapy (1988)
B.A., Fairmont State College;
M.S., West Virginia University;
Certificate in Physical Therapy, D.T. Watson School of Physiatrics;
Ph.D., University of Pittsburgh

Christopher Baumann (1984)
Associate Professor, Chemistry (1989)
B.S., Oregon State University;
Ph.D., University of Florida

Rebecca S. Beal (1983)
Professor, English (1995)
A.B., Weston College;
M.A., University of Chicago;
Ph.D., University of Texas

John Begley, S.J. (1985)
Associate Professor, Theology/Religious Studies (1985)
A.B., M.A., Boston College;
Ph.L., S.T.L., Weston College;
S.T.D., Gregorian University

John A. Beidler, C.D.P., D. et U. * (1964)
Assistant Professor, Computing Sciences (1976)
A.B., King’s College;
M.A., Lehigh University;
Ph.D., Pennsylvania State University

Professor, Biology (1974)
B.S., Ph.L., Spring Hill College;
S.T.L., Woodstock College;
M.S., Ph.D., The Catholic University of America

George W. Bellah, III (1995)
Assistant Professor, English (1995)
B.F.A., Northern Kentucky University;
M.F.A., University of North Carolina at Greensboro

Professor, Theology/Religious Studies (1989)
A.B., Assumption College;
S.T.L., Gregorian University;
Ph.D., Boston College

W. Andrew Berger (1989)
Associate Professor, Physics/Electrical Engineering (1994)
M.S., Technical University of Poznan, Poland;
M.S., Ph.D., Drexel University

Robert M. Bess...
Professor, Education (1974)
B.S., University of Scranton;
M.Ed., Doctoral Studies, Pennsylvania State University
Licensed Psychologist

J. Timothy Cannon (1995)
Assistant Professor, Education (1995)
B.S., M.Ed., Ed.D., University of Virginia

Professor, Philosophy (1974)
B.S., M.A., University of Comillas, Spain;
Ph.D., University of Ottawa

Michael D. Carey (1987)
Professor, Biology (1990)
B.A., Williamsburg University;
M.A., Ph.D., Indiana University

Brian Carpenter, C.M.A. (1987)
Associate Professor, Accounting (1992)
Chairperson, Accounting (1992)
M.B.A., University of Scranton
B.S., Ph.D., The Pennsylvania State University;

Dona Carpenter, R.N. (1985)
Associate Professor, Nursing (1993)
B.S.N., College Misericordia;
M.S.N., Villanova University;
M.Ed., Ed.D, Columbia University

Associate Professor, Theology/Religious Studies (1981)
A.B., Iona College;
M.A., Marquette University

Timothy K. Casey (1987)
Professor, Philosophy (1996)
B.A., Loras College;
M.A., University of Pittsburgh;
M.A., Ph.D., Duquesne University

Raymond W. Champagnier, Jr., D. et U. * (1967)
Professor, History/Political Science (1981)
A.B., Providence College;
M.S., Duke University;
Ph.D., Loyola University, Chicago

Leonard Champney (1979)
Professor, History/Political Science (1992)
B.S., University of Texas, El Paso;
Ph.D., Rutgers University

Satya P. Chattopadhyay (1990)
Assistant Professor, Management/Marketing (1990)
B.M.E., Jadavpur University;
P.G.D.M., Indian Institute of Management, Calcutta;
Ph.D., Virginia Polytechnic Institute and State University

Ying J. Chien (1979)
Associate Professor, Operations and Information Management (1979)
B.S., National Taiwan University;
M.S., University of Manitoba;
Ph.D., University of Kentucky

Jafor Chowdhury (1987)
Associate Professor, Management/Marketing (1993)
M. Comm., B. Comm., Daica University;
M.B.A., Dalhousie University;
Ph.D., Temple University

Joseph F. Cimini (1988)
Associate Professor, Sociology/Criminal Justice (1994)
B.A., University of Scranton;
J.D., Columbus School of Law,
The Catholic University of America

Thomas M. Collins (1989)
Assistant Professor, Counseling and Human Resources (1992)
B.S., Kutztown University;
M.L.S., Rutgers University;
Ed. M., Temple University;
Ph.D., State University of New York at Albany
Licensed Psychologist
National Certified Counselor

Joseph W. Connolly (1983)
Professor, Physics/Electrical Engineering (1992)
B.S., University of Scranton;
M.S., University of Illinois;
Ph.D., Pennsylvania State University

William M. Conover (1978)
Professor, History/Political Science (1993)
B.A., B.S., Pennsylvania State University;
M.S., Ed.D., Montana State University

Frank P. Corcione (1978-1979, 1982)
Associate Professor, Economics/Finance (1982)
B.A., Moravian College;
M.A., Ph.D., Lehigh University

James J. Cunningham, D. et U. * (1968)
Associate Professor, Counseling and Human Services (1971)
A.B., King’s College;
Ed.M., Ed.D., Rutgers University;
Licensed Psychologist

Wayne H.J. Cunningham (1987)
Associate Professor, Operations and Information Management (1987)
B.S., M.B.A., Ph.D., Pennsylvania State University

Thomas W. Decker (1977)
Associate Professor, Counseling and Human Services (1982)
B.A., Dickinson College;
M.Ed., University of Virginia;
Ph.D., Ohio State University;
Licensed Psychologist
Certified Rehabilitation Counselor

Michael D. DeMichele, D. et U. * (1967)
Professor, History/Political Science (1974)
Chairperson, Department of History/Political Science (1976)
B.S., University of Scranton;
M.A., Ph.D., Pennsylvania State University

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Professor, Biology (1977)
B.A., University of Scranton;
MS., St. John’s University;
Ph.D., Hahnemann Medical College Graduate School

Jones DeRitter (1990)
Associate Professor, English (1995)
A.B., Oberlin College;
M.A., Ph.D., University of Virginia

Linda H. Desmond, R.N. (1987)
Assistant Professor, Nursing (1990)
R.N., Beebe Hospital School of Nursing;
B.S.N., Cedar Crest College;
M.S.A.N., University of Delaware;
Ed.D., Columbia University

Trudy A. Dickneider (1984)
Associate Professor, Chemistry (1989)
B.A., M.A., St. Joseph’s College;
Ph.D., University of Miami

Mary Jane DiMatto (1993)
Instructor, Nursing (1993)
B.S., University of Scranton;
M.S.N., Villanova University

Anthony J. DiStefano, D. et U.* (1968)
Associate Professor, Mathematics (1992)
B.S., University of Scranton;
M.S., Ph.D., Lehigh University

Joseph H. Dreisbach (1978)
Professor, Chemistry (1989)
Chairperson, Department of Chemistry (1991)
B.A., LaSalle University;
M.S., University of Oklahoma;
M.S., University of Scranton

Josephine M. Dunn (1988)
Assistant Professor, Art & Music (1991)
Chairperson, Department of Art & Music (1993)
B.A., B.F.A. University of Houston;
M.A., Ph.D., University of Pennsylvania

Professor, Psychology (1974)
B.S., Pennsylvania State University;
M.S., Ph.D., University of Massachusetts

Assistant Professor, Mathematics (1993)
B.S., Pennsylvania State University;
A.M., University of Michigan;
Ph.D., Pennsylvania State University

Kathleen G. Dwyer (1988)
Associate Professor, Biology (1993)
B.S., East Stroudsburg University;
M.A., Ph.D., Princeton University

John L. Earl, III, D. et U.* (1964)
Professor, History/Political Science (1972)
B.S., M.A., Villanova University;
Ph.D., Georgetown University

Gary E. Eichelseder, D. et U.* (1965)
Associate Professor, Mathematics (1979)
A.B., Gannon College;
M.A., University of Detroit

Laura Helene Ellis (1994)
Assistant Professor, Accounting (1994)
B.A., Carroll College;
M.Acc., University of Montana;
Ph.D. Cand., University of Oregon
Certified Public Accountant

Lee Ann Eschbach (1986)
Associate Professor, Counseling and Human Services (1995)
B.S., M.S., Ph.D., Washington State University

Professor, Philosophy (1990)
B.S., M.A., Loyola University, Chicago;
Ph.D., University of Notre Dame

Marian Farrell, R.N. (1990)
Associate Professor, Nursing (1995)
B.S.N., M.S.N., College Misericordia;
M.S., Syracuse University
Ph.D., Adelphi University

Anthony Ferrara (1995)
Associate Professor, Mathematics (1990)
B.A., Queens College;
M.A., Ph.D., New York University

Mary Anne Foley, C.N.D. (1991)
Assistant Professor, Theology and Religious Studies (1995)
B.A., Sacred Heart University;
M.T.S., Weston School of Theology;
M. Phil., Ph.D., Yale University

Daniel V. Feustino (1982)
Professor, English (1991)
B.A., State University of New York at Buffalo;
M.A., San Diego State University;
Ph.D., State University of New York at Binghamton

Brigid Curtin Frein (1988)
Associate Professor, Theology/Religious Studies (1994)
Chairperson, Department of Theology/Religious Studies (1995)
B.A., Gonzaga University;
Ph.D., St. Louis University

Michael Friedman (1991)
Associate Professor, English (1995)
B.A., Tulane University;
M.A., Ph.D., Boston University

David O. Friedricks (1977)
Professor, Sociology/Criminal Justice (1991)
B.A., University College of New York;
M.A., New York University

Cheryl A. Fuller, R.N. (1992)
Assistant Professor, Nursing (1992)
B.S., University of Vermont;
M.S., F.N.P., SUNY-Binghamton, NY;
Ph.D. Cand., New York University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Professor, Education (1983)  
B.A., Rider College;  
M.Ed., University of Vermont;  
Ed.D., State University of New York at Albany

Rosellen M. Garrett, CRNP (1980)  
Associate Professor, Nursing (1980)  
B.S.N., College Misericordia;  
M.S., University of Maryland;  
F.N.P., SUNY-Binghamton, N.Y.;  
Ph.D., Medical College of Pennsylvania

Harry J. Gensler, S.J. (1996)  
Associate Professor, Philosophy (1996)  
B.A., Sacred Heart Seminary;  
M.A., Wayne State University;  
M.Div., Loyola University;  
Ph.D., University of Michigan

Marie A. George (1993)  
Assistant Professor, Health Administration and Human Resources (1993)  
Chairperson, Health Administration and Human Resources (1996)  
B.S., College Misericordia;  
M.S., University of Scranton  
Ph.D., University of Pennsylvania

Darla Rae Germeroth (1989)  
Associate Professor, Communication (1994)  
Chairperson, Department of Communication (1995)  
B.A., M.A., Kansas State University;  
Ph.D., University of Denver

Associate Professor, Education (1986)  
B.S., University of Pennsylvania;  
M.S., University of Scranton;  
Ph.D., University of Pennsylvania

Satyajit P. Ghosh (1986)  
Associate Professor, Economics/Finance (1992)  
Chairperson, Department of Economics/Finance (1993)  
B.A., Presidency College, India;  
M.A., University of Calcutta;  
Ph.D., State University of New York at Buffalo

Kingsley S. Gnanendran (1989)  
Associate Professor, Operations and Information Management (1995)  
B.S.C., University of Sri Lanka;  
M.Eng., Asian Institute of Technology;  
Ph.D., University of Tennessee

Irene Goll (1988)  
Associate Professor, Management/Marketing (1994)  
B.S., Pennsylvania State University;  
M.A., University of Illinois;  
Ph.D., Temple University

Deborah J. Gougeon (1979)  
Associate Professor, Operations and Information Management (1988)  
B.S., M.S., University of Scranton;  
Ph.D., Walden University

Professor, English (1982)  
B.A., St. Mary's University, Halifax;  
MA, Ph.D. University of Massachusetts

Ralph W. Grambo, Jr., D. et U.* (1973)  
Associate Professor, Economics/Finance (1978)  
B.S., University of Scranton;  
M.B.A., Ph.D., University of Pennsylvania

Associate Professor, Accounting (1985)  
B.S., M.B.A., University of Scranton;  
Ph.D., Pennsylvania State University

Brian T. Groul (1993)  
Assistant Professor, Biology (1993)  
B.S., Wheaton College;  
M.S., Ohio State University;  
Ph.D., Washington University

David Harr (1986)  
Assistant Professor, Physical Education (1991)  
B.S., Ed., East Stroudsburg University;  
M.S., University of Scranton

Renee M. Hakim (1996)  
Assistant Professor, Physical Therapy (1996)  
B.S., University of Scranton;  
M.S., University of Pittsburgh

David W. Hall (1985)  
Associate Professor, Counseling and Human Resources (1991)  
Chairperson, Department of Counseling and Human Resources (1994)  
A.B., Lycoming College;  
M.S., University of Scranton;  
Ph.D., Pennsylvania State University

Joyce Hanks (1989)  
Professor, Foreign Languages and Literatures (1995)  
M.A., University of Wisconsin;  
B.A., Ph.D., Washington University

Mary Jane Hanson (1996)  
Assistant Professor, Nursing (1996)  
B.S.N., Cedar Crest College;  
M.S.N., Ph.D., University of Pennsylvania

Michael A. Hardy (1984)  
Professor, Biology (1995)  
B.S., Lebanon Valley College;  
Ph.D., University of Delaware

Patricia Harrington, R.N. (1984)  
Assistant Professor, Nursing (1989)  
Chairperson, Department of Nursing (1994)  
B.S., Medgar Evers College;  
M.S., Hunter-Bellevue School of Nursing;  
Ed.D., Columbia University

Jean Wahl Harris (1987)  
Associate Professor, History/Political Science (1993)  
B.A., M.A., Ph.D., State University of New York at Binghamton

Maurice J. Hart, Jr., D. et U.* (1963)  
Professor, Chemistry (1971)  
A.B., Maryknoll College;  
M.S., Ph.D., Fordham University

T.J. Hemlinger (1995)  
Instructor, Communication (1995)  
B.A., M.A., Indiana University;  
Ph.D. cand., University of North Carolina

Eileen B. Hewitt (1982)  
Assistant Professor, Management/Marketing (1988)  
B.S., St. Joseph’s College, Maine;  
M.S., University of Hartford

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

262
John M. Hill (1981)
Associate Professor, English (1987)
B.A., Central College;
M.A., University of Illinois;
M.P.A., University of Iowa;
Ph.D., Card., University of Illinois

Thomas P. Hogan (1985)
Professor, Psychology (1985)
B.A., John Carroll University;
M.A., Ph.D., Fordham University

Frank X. Homer, D. et U. * (1968)
Professor, History/Political Science (1984)
A.B., University of Scranton;
M.A., Ph.D., University of Virginia

Assistant Professor, Physical Education (1970)
B.S., East Stroudsburg University;
M.S., University of Massachusetts

Beth Howlett (1980)
Associate Professor, Physical Education (1995)
B.S., M.S., State University of New York at Cortland;
M.S., University of Scranton
Ph.D., Temple University

Sharon Hudacke, R.N. (1990)
Associate Professor, Nursing (1995)
B.S.N., M.S.N., College Misericordia;
M.Ed., Ed.D., Columbia University

Associate Professor, History/Political Science (1976)
A.B., College of the Holy Cross;
M.A., Ph.D., University of Notre Dame

Riaz Hussain, D. et U. * (1967)
Associate Professor, Economics/Finance (1985)
B.S., Forman College, Pakistan;
M.S., University of Panjab, Pakistan;
M.B.A., University of Scranton;
Ph.D., Johns Hopkins University;
Ph.D., Lehigh University
Certified Financial Analyst

Assistant Professor, Computing Sciences (1982)
B.S., University of Scranton;
M.S., Rensselaer Polytechnic Institute

Jakub S. Jasinski (1987)
Associate Professor, Mathematics (1992)
Chairperson, Department of Mathematics (1996)
M.S., Ph.D. University of Gdańsk

Assistant Professor, Mathematics (1979)
A.B., Wilkes College;
M.A., Bucknell University

Maria Poggi Johnson (1996)
Instructor, Theology/Religious Studies (1996)
B.A., Oxford University;
Ph.D. cand., University of Virginia

Roxanne T. Johnson (1993)
Assistant Professor, Accounting (1999)
B.A., University of Delaware;
B.B.A., University of Florida;
Ph.D., Pennsylvania State University

Cathleen Jones (1991)
Assistant Professor, Education (1991)
B.A., California Lutheran University;
M.A., California State University at Northridge;
Ph.D., Brigham Young University

Associate Professor, English (1976)
Chairperson, Department of English (1987)
A.B., M.A., University of Scranton;
Ph.D., St. Louis University

Prasadara V. Kakumanna (1978)
Professor, Operations and Information Management (1984)
Chairperson, Department of Operations and Information Management (1987)
B.S., Andhra University;
M.S., Patna University;
M.S., Delhi University;
Ph.D., Cornell University

Professor, Physics/Electrical Engineering (1974)
B.S., University of Scranton;
M.S., University of Delaware

John Kallianiotis (1990)
Associate Professor, Economics/Finance (1996)
B.A., University of Thessalonika;
M.A., M.P., Ph.D., City University of New York

Thomas A. Kamla (1978)
Professor, Foreign Languages and Literatures (1987)
B.A., St. John’s University, Minnesota;
M.A., Ph.D., University of Wisconsin

Jack Kinar (1993)
Assistant Professor,Occupational Therapy (1993)
Chairperson, Department of Occupational Therapy (1994)
B.A., West Chester University;
M.S., Virginia Commonwealth University;
Ph.D., University of Pennsylvania

Jan W. Kelly (1988)
Associate Professor, Communication (1988)
B.A., Pennsylvania State University;
M.A., San Francisco State University;
Ph.D., University of Minnesota

Lawrence W. Kennedy (1992)
Assistant Professor, History/Political Science (1992)
A.B., A.M., Ph.D., Boston College

Joseph Khazazaka (1994)
Associate Professor, Education (1994)
B.A., M.A., Lebanese University;
Ph.D., Stanford University

Richard O. King, Jr. (1995)
Major, U.S. Army
Assistant Professor, Military Science (1995)
B.A., Western Maryland College

Stephen L. Klingman, D. et U. * (1973)
Assistant Professor, Physical Education (1977)
B.A., M.S., Ithaca College

Richard Klonski (1981)
Professor, Philosophy (1994)
B.A., University of Scranton;
M.A., Kent State University;
Ph.D., Duquesne University

Robert Kocis (1989)
Associate Professor, History/Political Science (1993)
B.A., St. Vincent College;
M.A., Ph.D., University of Pittsburgh

M. Jane Kopas, O.S.F. (1978)
Professor, Theology/Religious Studies (1993)
B.S., M.A., St. Bonaventure University;
Ph.D., Graduate Theological Union

* The Pro Deo et Univatisure Award for Twenty Years or more Service to the University.
Valerie F. Kosky (1996)
Instructor, Health Administration
Human Resources (1996)
B.A., College of St. Catherine;
M.A., University of St. Thomas;
Ph.D. cand., University of Minnesota
Edmund M. Kosmahl (1983)
Associate Professor, Physical Therapy (1994)
B.S., M.S., Temple University;
Ed.D., Nova University
Gary G. Kwecinski (1988)
Associate Professor, Biology (1995)
A.A., A.A.S., Rockland Community College;
M.S., Rutgers University;
Ph.D., Cornell University
Noela Lakshmnan (1987)
Assistant Professor, Mathematics (1987)
B.S., M.S., Myoore University;
M.A., Ph.D., State University of New York at Buffalo
Robyn Lawrence (1993)
Assistant Professor, Accounting (1993)
B.S., University of California;
M.S., California State University;
Ph.D., University of Houston
Linda Ledford-Miller (1985)
Associate Professor, Foreign Languages 
and Literatures (1993)
B.A., University of California, Irvine;
M.A., Pennsylvania State University;
M.A., Ph.D., University of Texas at Austin
John J. Levko, S.J. (1979)
Professor, Mathematics (1987)
Director, Eastern Christian Studies (1986)
B.A., M.S., Ph.D., Lehigh University;
S.T.B., Gregorian University;
M.A., John XXIII Institute, Maryknoll;
S.E.O.L., S.E.O.D., Pontifical Oriental Institute, 
Rome, Italy
Dennis Linehan, S.J. (1967-69; 1984)
Assistant Professor, Theology/Religious Studies (1985)
A.B., MA., St. Louis University;
M.Div., Woodstock College;
Ph.D., University of London
Deborah Eville Le (1995)
Assistant Professor, Education (1995)
B.S., M.S., Florida State University;
Ph.D. cand., University of Chicago
Professor, Biology (1973)
B.S., Spring Hill College;
M.S., Ph.D., The Catholic University of America
Associate Professor, Accounting (1996)
B.S., M.B.A., University of Scranton;
Ph.D., Syracuse University
Dennis S. Martin (1985)
Associate Professor, Computing Sciences (1985)
B.S., Manhattan College;
M.A., University of Rochester;
M.S., Ed.D., State University of New York at Buffalo
David E. Marx (1987)
Associate Professor, Chemistry (1992)
B.S., East Stroudsburg University;
Ph.D., State University of New York at Binghamton
Susan Fournier Mathews (1988)
Associate Professor, Theology/Religious Studies (1993)
B.A., St. Anselm College;
M.A., Ph.D., The Catholic University of America
Gary E. Mattingly (1983)
Associate Professor, Physical Therapy (1988)
B.S., St. Ambrose College;
B.S., University of Scranton;
Ph.D., St. Louis University
Robert McCluskey, (1991)
Assistant Professor, Computing Sciences (1993)
B.S., University of Scranton;
M.S., Ph.D., Rensselaer Polytechnic Institute;
Christine E. McDermott (1979)
Assistant Professor, Biology (1979)
B.A., California State at Fresno;
Ph.D., University of Tennessee
Professor, Philosophy (1979)
A.B., College of the Holy Cross;
Ph.D., Boston College
Professor, English (1977)
A.B., LeMoyne College
M.A., Ph.D., Loyola University, Chicago
Associate Professor, Marketing/Management (1993)
B.S., M.B.A., University of Scranton;
M.A., Lehigh University;
Ph.D., Temple University
Professor, Philosophy (1996)
B.A., University of Maryland;
M.Div., Th.M., Weston School of Theology;
M.A., Ph.D., Fordham University
Rebecca June McMahon (1996)
Assistant Professor, Education (1996)
B.S., Southwest Texas State University;
M.S., University of Texas at Austin;
Ph.D. cand., University of Southern Mississippi
Sharon M. Meagher (1989)
Associate Professor, Philosophy (1995)
B.A., Boston College;
Ph.D., State University of New York at Stony Brook
Michael Opasu Mensah (1987)
Associate Professor, Accounting (1992)
B.S., University of Ghana;
M.B.A., N.E. Louisiana University;
Ph.D., University of Houston
Rebecca L. Mikesell (1994)
Assistant Professor, Communication (1994)
B.S., M.S., Illinois State University;
Ph.D. cand., Ohio University
Professor, Philosophy (1991)
B.A., M.A., Spring Hill College;
Ph.D., Georgetown University
Kenneth G. Monks (1990)
Associate Professor, Mathematics (1994)
B.S., Pennsylvania State University;
M.S., Ph.D., Lehigh University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

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Oliver J. Morgan, S.J. (1990)
Associate Professor, Counseling and Human Services (1996)
B.A., Fordham University; M.F.T., Hahnemann Medical University; M.Div., Weston School of Theology; Ph.D., Boston University

Mary Elizabeth Moylan (1986)
Associate Professor (1995)
B.A., Marywood College; M.L.S., Villanova University; M.S., University of Scranton

Mary E. Muscari (1992)
Assistant Professor, Nursing (1992)
B.S.N., Pace University; M.S.N., Adelphi University

Donna M. Narsavage-Heald (1993)
Assistant Professor, Chemistry (1993)
B.S., University of Scranton; Ph.D., Rensselaer Polytechnic Institute

Mary Elizabeth Moylan (1986)
Associate Professor, Nursing (1995)
B.A., Marywood College; M.L.S., Villanova University; M.S., University of Scranton

Mary E. Muscari (1992)
Assistant Professor, Nursing (1993)
B.S., University of Maryland; M.S.N., College Misericordia; Ph.D., University of Pennsylvania

Hong V. Nguyen (1979)
Associate Professor, Economics/Finance (1985)
B.S., State University of New York at Brockport; M.A., Ph.D., State University of New York at Binghamton

John C. Norcross (1985)
Professor, Psychology (1990)
B.A., Rutgers University; M.A., Ph.D., University of Rhode Island; Clinical Internship, Brown University School of Medicine

Professor, Philosophy (1989)
A.B., Assumption College; M.A., Ph.D., University of Notre Dame

Kevin R. Norris (1977)
Assistant Librarian II (1981)
B.S., M.L.S., University of Pittsburgh; M.A., University of Scranton

Professor, Foreign Languages and Literatures (1974)
A.B., Classical College, Belgrade, Yugoslavia; M.A., Ph.D., University of Montreal

Assistant Professor, Foreign Languages and Literatures (1995)
B.A., Holy Family College; M.A., Ph.D., Indiana University

Laurel Pierangeli (1995)
Lecturer, Nursing (1995)
B.S., Marywood College; M.S.N., State University of New York at Binghamton

Charles Pinches (1990)
Professor, Theology/Religious Studies (1996)
B.A., Wheaton College; M.A., Ph.D., University of Notre Dame

Richard Plishka (1986)
Associate Professor, Computing Sciences (1989)
Chairperson, Department of Computing Sciences

Peter C. Olden (1993)
Assistant Professor, Health Administration and Human Resources (1994)
B.S., Miami University; M.H.A., Duke University; Ph.D., Virginia Commonwealth University

Masood Oratoo (1988)
Associate Professor, Mathematics (1994)
B.S., Pahlavi University; M.S., Sc. D. Columbia University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>University</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph L. Quinn, S.J.</td>
<td>Assistant Professor, English</td>
<td>Fordham University</td>
<td>(1979)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Harvard University</td>
<td></td>
</tr>
<tr>
<td>Murli Rajan</td>
<td>Associate Professor, Economics</td>
<td>Victoria University</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td>/Finance</td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Temple University</td>
<td></td>
</tr>
<tr>
<td>William V. Rakauskas</td>
<td>Assistant Librarian</td>
<td>Fordham University</td>
<td>(1978)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>Donna D. Ramos</td>
<td>Assistant Professor, Physical</td>
<td>New York at New Paltz</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>State University of New York</td>
<td></td>
</tr>
<tr>
<td>Edward J. Rielly</td>
<td>Assistant Professor, Sociology</td>
<td>St. Albert de Louvain,</td>
<td>(1971)</td>
</tr>
<tr>
<td></td>
<td>/Criminal Justice</td>
<td>Belgium</td>
<td></td>
</tr>
<tr>
<td>Joan Robbins</td>
<td>Assistant Professor, English</td>
<td>Cathedral College</td>
<td>(1991)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>Midori Y. Rynn</td>
<td>Professor, Sociology/ Criminal</td>
<td>St. Albert de Louvain,</td>
<td>(1992)</td>
</tr>
<tr>
<td></td>
<td>Justice</td>
<td>Belgium</td>
<td></td>
</tr>
<tr>
<td>Thomas F. Sable</td>
<td>Associate Professor, Religion/</td>
<td>Michigan State University</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td>Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Robert P. Sadowski</td>
<td>Professor, Communication</td>
<td>Michigan State University</td>
<td>(1987)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>John P. Sanko</td>
<td>Assistant Professor, Physical</td>
<td>Stroudsburg State College</td>
<td>(1990)</td>
</tr>
<tr>
<td></td>
<td>Therapy</td>
<td>University of Iowa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Columbia University</td>
<td></td>
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<tr>
<td>Edward M. Sculll</td>
<td>Associate Professor, Economics</td>
<td>University of Scranton</td>
<td>(1989)</td>
</tr>
<tr>
<td></td>
<td>/Finance</td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>Carl Schaffer</td>
<td>Associate Professor, English</td>
<td>Fairleigh Dickinson University</td>
<td>(1988)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Michigan</td>
<td></td>
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<tr>
<td>Rose Sebastianelli</td>
<td>Associate Professor, Operations</td>
<td>University of Pennsylvania</td>
<td>(1988)</td>
</tr>
<tr>
<td></td>
<td>and Information</td>
<td>Pennsylvania State University</td>
<td></td>
</tr>
<tr>
<td>Robert W. Shaffrin</td>
<td>Assistant Professor, History/</td>
<td>University of Virginia</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>University of Virginia</td>
<td></td>
</tr>
<tr>
<td>Lucie B. Shapin</td>
<td>Assistant Professor, Theology/</td>
<td>University of Notre Dame</td>
<td>(1996)</td>
</tr>
<tr>
<td></td>
<td>Religious Studies</td>
<td>Pennsylvania University</td>
<td></td>
</tr>
<tr>
<td>Larry B. Sherman</td>
<td>Assistant Professor, Chemistry</td>
<td>University of Scranton</td>
<td>(1981)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Wyoming</td>
<td></td>
</tr>
<tr>
<td>James C. Sullberg</td>
<td>Associate Professor, Computing</td>
<td>University of Virginia</td>
<td>(1983)</td>
</tr>
<tr>
<td></td>
<td>Sciences</td>
<td>University of Virginia</td>
<td></td>
</tr>
<tr>
<td>Dennis L. Schrecengast</td>
<td>Assistant Professor, Military</td>
<td>University of Scranton</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td>Academy</td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>Carole S. Slotterback</td>
<td>Assistant Professor, Psychology</td>
<td>University of Scranton</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Missouri</td>
<td></td>
</tr>
<tr>
<td>Carole S. Slotterback</td>
<td>Assistant Professor, Psychology</td>
<td>University of Missouri</td>
<td>(1995)</td>
</tr>
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<td></td>
<td></td>
<td>University of Missouri</td>
<td></td>
</tr>
<tr>
<td>Robert A. Spalletta</td>
<td>Associate Professor, Physics/</td>
<td>University of Scranton</td>
<td>(1983)</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>Robert A. Spalletta</td>
<td>Professor, Department of Physics</td>
<td>Institute of Technology</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>Robert A. Spalletta</td>
<td>Professor, Department of Physics</td>
<td>University of Scranton</td>
<td>(1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Scranton</td>
<td></td>
</tr>
<tr>
<td>John K. Stout, D. et U*</td>
<td>Professor, Health Administration</td>
<td>University of Notre Dame</td>
<td>(1966)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pennsylvania State University</td>
<td></td>
</tr>
</tbody>
</table>

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Associate Professor, Physical Education (1982)
B.S., Concord College; M.S., West Chester State College

Michael Sulzinski (1980)
Associate Professor, Biology (1995)
B.S., Pennsylvania State University; Ph.D., Cornell University

Delia A. Sumrall (1992)
Associate Professor, Management/Marketing (1995)
B.S.M.B.A., University of Southern Mississippi; D.B.A., Mississippi State University

Terrence E. Sweeney (1992)
Assistant Professor, Biology (1992)
B.A., Colgate University; M.S., Ph.D., University of Rochester

Narda Tafuri (1994)
Assistant Professor, Library (1996)
B.A., State University of New York at Oneonta; M.A., New York University; M.S., State University of New York at Albany

John T. Talamini (1977)
Associate Professor, Sociology/Criminal Justice (1981)
B.S., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University

Nabil Tamimi (1993)
Assistant Professor, Operations and Information Management (1995)
B.S., Penn State University; M.B.A., University of Scranton; Ph.D., Temple University

Associate Professor, Computing Sciences (1993)
B.S.M.B.A., West Virginia University

Len Tischler (1990)
Assistant Professor, Management/Marketing (1990)
B.A., Wabash College; M.B.A., Ph.D., University of Maryland

Anne Marie Toloczko (1992)
Assistant Professor, Counseling and Human Resources (1992)
B.A., M.A., Marywood College; Ph.D., Lehigh University; Licensed Psychologist

Daniel S. Townsend (1987)
Associate Professor, Biology (1992)
Chairperson, Department of Biology
B.A., College of the Holy Cross; M.S., Central Michigan University; Ph.D., State University of New York at Albany

Susan Trussler (1995)
Associate Professor, Economics/Finance (1992)
B.S.C., London School of Economics; M.S., Ph.D., Pennsylvania State University; A.P.C., New York University

Gretchen VanDyke (1994)
Assistant Professor, History/Political Science (1996)
B.A., Trinity College; M.A., Ph.D., University of Virginia

Argyrios C. Varonisides (1989)
Assistant Professor, Physics/Electrical Engineering (1993)
B.S., University of Thessalonika; M.S., Temple University; Ph.D., Drexel University

Professor, Chemistry (1990)
B.S., University of California, Berkeley; M.S., Ph.D., Iowa State University

Beatrice K. Volkman (1994)
Assistant Professor, Education (1994)
B.S., Drake University; M.S., University of South Alabama; Ph.D., University of Alabama

Carol Ann Wilke Wallace (1981)
Assistant Professor, Communication (1982)
B.A., M.A., Wayne State University; Ph.D., University of Iowa

Associate Professor, Communication (1981)
A.B., Butler University; M.A., Bowling Green University; Ph.D., University of Michigan

Publications Librarian (1988)
Assistant Librarian II (1990)
B.A., National Taiwan University; M.L.S., Villanova University; M.S., University of Scranton

Edward F. Warner, D. et U. * (1964)
Professor, Communication (1980)
A.B., King's College; M.S., University of Scranton

Joan M. Wasilewski (1988)
Associate Professor, Chemistry (1994)
B.S., King's College; Ph.D., University of Pennsylvania

Assistant Professor, Education (1993)
B.S., M.Ed., M.S., Shippensburg University; Ed.D., Montana State University

Daniel West (1990)
Associate Professor, Health Administration and Human Resources (1994)
B.S., M.Ed., Ph.D., Pennsylvania State University

Lieutenant Colonel, U.S. Army

Stephen E. Whittaker (1983)
Professor, English (1994)
B.A., M.A., Ph.D., University of Texas

David A. Wiley (1988)
Associate Professor, Education (1992)
B.S., M.S., Ph.D., Temple University

Bernard D. Williams, D. et U. * (1962)
Professor, History/Political Science (1976)
B.S., LaSalle College; M.A., Niagara University

Joseph P. Wilson (1985)
Associate Professor, Foreign Languages and Literatures (1992)
B.A., University of Toledo; Ph.D., University of Iowa

Director, Athletics (1974)
Assistant Professor, Physical Education (1974)
Chairperson, Department of Physical Education (1974)
B.S., M.A., Ph.D., Northwestern University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Francis J. Wormuth (1979)
Assistant Professor, Management/Marketing (1979)
B.S., University of Scranton;
J.D., Duquesne University School of Law;
L.L.M., Boston University School of Law

Richard A. Wright (1989)
Associate Professor, Sociology/Criminal Justice (1989)
B.S., James Madison University;
M.A., Ohio University;
Ph.D., Kansas State University

Zhong Cheng Xiong (1988)
Associate Professor, Mathematics (1996)
B.S., Wuhan University;
M.S., Ph.D., Lehigh University

Robert P. Yori (1992)
Associate Professor, Accounting (1992)
B.S., Bloomsburg University;
M.B.A., Lehigh University;
Ph.D., Pennsylvania State University

Christine A. Zakzewski (1992)
Assistant Professor, Physics/Electrical Engineering (1992)
B.S., Rutgers University, Piscataway;
M.S., Ph.D., Rutgers University Graduate School of New Brunswick

Associate Professor, Nursing (1994)
B.S.N., Duke University;
M.A., Ph.D., New York University

Professor, Accounting (1971)
B.S., University of Scranton;
M.B.A., New York University;
Ph.D., University of Pittsburgh

Habib Zanzana (1995)
Instructor, Foreign Languages and Literatures (1995)
B.S., M.A., Ph.D. Cand., Indiana University

Marie Zichette-Caffrey (1991)
Assistant Professor, Physical Therapy (1991)
B.S., Ithaca College;
M.S., University of Scranton

John M. Zych (1991)
Assistant Professor, Management and Marketing (1991)
B.S., Worcester Polytechnic Institute;
M.B.A., Babson College;
D.B.A., Boston University

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
PROFESSIONAL STAFF AND SERVICES

Anthony Agati (1995)
Assistant Director, Student Activities (1995)
B.A., Allegany College
M.A., Indiana University of Pennsylvania
Mary Kay Aston (1993)
Associate Chemistry Lab Supervisor (1993)
B.S., Marywood College
Kevan Bailey (1985)
Print Shop Production Manager (1994)
Anne Baldwin (1988)
Assistant Director, Office of Research Services (1992)
B.A., State University of New York at Binghamton;
M.S., University of Scranton
Ann Clark Bass (1978)
Assistant Dean & Director of Credit Programs
Dexter Hailey College (1995)
B.M., Marywood College;
M.A., Northeast Missouri State University
Regina Bennett (1987)
Graduate Assistant, Graduate School (1989)
B.A., University of Scranton
Peter J. Blazes (1991)
Director of International Student Affairs (1991)
B.A., Widener University;
Ed.M., Boston University
Jean Boam (1988)
Manager of Services, Jesuit Community (1993)
A.S., Lackawanna Junior College;
B.S., University of Scranton
Cheryl Y. Bogla (1981)
University Singers/Band Director (1982)
B.M., Marywood College
Gail Bontrager (1996)
IR: Customer Services (1996)
B.A., M.P.A., Indiana State University
Geri Maer Botuyan (1992)
Academic Advisor (1992)
B.A., King's College;
M.S., University of Scranton
Brenda Brewer (1993)
Internal Auditor (1993)
B.S., Bloomsburg University
Rhonda Bressler (1995)
Research Associate, AIRO (1995)
B.S., Westminster College;
M.S., Stevens Institute of Technology
Paul Brown (1987)
Director of Public Relations (1987)
B.A., Simpson College;
M.S., Columbia University
Michele Bucinski (1983)
Assistant Director, SBDC (1995)
A.A., B.S., University of Scranton
William Buckley (1990)
Financial Area Coordinator of Systems Development (1990)
B.S., Bloomsburg University
Kenneth S. Buntz (1979)
Sports Information Director (1979)
A.A., Keystone Jr. College;
B.A., University of Scranton

Ray Burd (1989)
Director of Printing and Mailing Services (1994)
B.S., Empire State College;
M.S., Shippensburg University
William R. Burke (1988)
Director of Financial Aid (1990)
B.S., Bloomsburg University;
M.B.A., University of Scranton
Gina Butler (1992)
Assistant Dean, CAS (1995)
B.A., Pennsylvania State University;
M.S., University of Scranton
Mark Butler (1994)
Education and Training Manager, ECRC (1994)
B.S., Pennsylvania State University
Abigail Byman (1995)
University Legal Counsel (1995)
B.A., Carleton College;
J.D., University of Denver
Eileen Callahan (1994)
Grants Information Specialist (1994)
B.A., University of Pennsylvania;
M.S., University of Scranton
Mary Callahan (1991)
Drug and Alcohol Educator (1991)
B.S.N., M.S.N., Catholic University
Maureen Castaldi (1985)
Senior Programmer/Analyst, Systems and Software Resources (1996)
B.S., University of Scranton
Thomas Cavataio (1993)
Associate Director of Procurement (1993)
A.A.S., SUNY, Morrisville;
B.S., Cornell University
Michele Chapin (1994)
Admissions Counselor (1994)
B.S., University of Scranton
Shingus Cheng (1994)
MBI Research Scholar (1994)
B.S., Wuhan University;
M.S., Sichuan University
Marilyn Cour, D. et U.* (1948)
University Secretary (1971)
Executive Assistant to the President (1973)
B.A., Rosemont College
Robert Collins (1992)
Director, Systems and Software Resources (1996)
B.S., East Stroudsburg University
Sharon Conway (1988)
Database Management Systems Specialist (1996)
B.S., University of Colorado
Lisa Cornell (1983)
Project Leader, Systems and Software Resources (1996)
B.S., University of Scranton
Joseph Cortese (1990)
Assistant Director, Personnel Services/ Benefits Manager (1992)
B.S., King’s College;
M.S., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Velma Cotton (1992)
Admissions Counselor/Minority Recruitment (1992)
B.A., Canisius College

Margaret E. Craft (1988)
Assistant Director of Library for Technical Services/Automation/Special Services (1996)
A.B., Central Michigan University;
M.A., University of Scranton;
A.M.L.S., University of Michigan

Francis Crovetti (1995)
Director of Major Gifts (1995)
B.S., Drexel University

Robert Curley (1994)
Senior Systems Administrator,
Systems and Software Resources (1996)
B.S., Fairfield University;
M.A., Beaver College

Marianne Czernysz (1987)
Assistant to the Dean, CAS (1987)
B.S., Regis University

Stephan A. Dembrowsky (1980)
Chief of Security (1980)

Maurice DePuy (1993)
Director of Physical Plant (1989)
Associate Degree, Luzerne County Community College;
B.S., University of Scranton

Dawn Donohue (1993)
Admissions Counselor (1993)
B.S., University of Scranton

Nurse, Student Health Services (1988)
R.N., Hahnemann Hospital School of Nursing;
B.S.N., University of Scranton

Christopher J. Ehrman (1989)
Associate Dean of Admissions (1989)
B.A., M.A., Gannon University

Sharon Evans (1979)
Assistant Director, Public Safety (1989)
Parking/Street Manager (1994)
B.S., East Stroudsburg University

Barbara Evans-Mericle (1990)
National Board Certified Counselor
Counselor, Counseling Center (1990)
B.A., Lockhaven University;
M.S., University of Scranton

Stephen Fish (1991)
Employment Manager (1991)
B.S., University of Scranton

Julie Foreman (1993)
Assistant Director, Public Safety (1993)
B.A., Wheat College;
B.A., Indiana University of Pennsylvania

James Franceschelli (1982)
Director, Desktop and Instructional Resources (1996)
A.S., Pennsylvania State University

Terry Freeman (1995)
Director, Center for Continuing Education (1995)
B.A., Pennsylvania State University

Elaine Gayman (1993)
Grant Accountant (1993)
B.S., King’s College

William Genello (1984)
Associate Director of Public Relations (1987)
Manager of University Publications (1992)
B.A., St. Bonaventure University

Christopher Giardina (1991)
Manager, Special Projects (1992)
ERC Lab Technician (1993)
B.S., Rutgers University;
M.B.A., University of Scranton

Frank Gilmartin (1990)
Career Counselor (1990)
B.S., M.S., University of Scranton

Janet N. Gilroy (1983)
Director of Admissions, Dexter Hanley College (1995)
B.S., M.S., University of Scranton

Barbara Gleason (1982)
Assistant Dean, School of Management (1995)
Director of SOM Advising Center (1988)
B.S., M.S., University of Scranton

Deborah Goonan (1993)
Logistics Support Specialist (1995)
B.S., Marywood College

James Goonan (1987)
Director of Graduate Admissions (1990)
B.S., M.B.A., University of Scranton

Lucia Granito (1983)
Assistant to Comptroller (1983)
B.S., M.B.A., University of Scranton

Sharon Grasso (1985)
Director of Advising Center, Dexter Hanley College (1995)
B.S., M.A., University of Scranton

Ellen Greaven, N.C.C. (1990)
Associate Campus Minister (1990)
B.S., M.S., University of Scranton

Michael Gress (1991)
Research Technician (1993)
B.S., M.S., University of Scranton

Barbara Grijits (1991)
SOM Advising Center Counselor (1991)
B.A., Pennsylvania State University;
M.S., University of Scranton

William Gunshannon (1989)
Departmental Systems Administrator (1992)

Denise Guz (1995)
Assistant Bursar (1995)
B.S., Bloomsburg University

Sean Hanlon (1995)
Assistant Bursar (1995)
B.S., Bloomsburg University

Margaret Hazen (1985)
Supervisor, Instructional Technologies,
Desktop and Institutional Resources (1996)
B.A., University of Scranton

Karen Heckman (1989)
Media Resources Collection Supervisor (1993)
A.A., University of Scranton

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Judith R. Henning (1988)
Director, Learning Resources Center (1988)
B.S., M.S., Marywood College

Larry J. Hickerrell (1984)
Project Manager, World Wide Web, Network Resources (1996)
A.S.B., Central Pennsylvania Business School
B.A., University of Scranton

Terry Hocking (1990)
Programmer, Systems and Software Resources (1996)
A.S., Lackawanna Junior College

Daniel Holeva (1995)
Network Admin/Network Resources (1996)
B.S., Wilkes University

Mary Beth Holmes (1990)
Director of Radio and Television (1996)
B.S., University of Scranton

Terry Hocking (1990)
Programmer, Systems and Software Resources (1996)
B.S., University of Scranton

Thomas Hughes (1986)
Trainer, Computing and Data Services (1993)
B.S., M.B.A., University of Scranton

Margaret Hynosky (1993)
Assistant Director of Financial Aid (1993)
B.A., University of Scranton

Stacey E. Jackson (1990)
Assistant Manager of Publications (1992)
B.A., A. R. Institute of Philadelphia

Steven Jagiela (1995)
Outreach Specialist-ECRC (1995)
B.S., Drexel University

Jane Johnson (1990)
Assistant Director of Recreation (1990)
B.S., Marywood College

Mary Patricia Jolley (1982)
Personnel Assistant for Information Systems (1990)

Karen Jones (1992)
Assistant Registrar (1995)
B.A., Wilkes University

Project Leader, Systems and Software Resources (1996)
B.S., M.B.A., University of Scranton

Annette Barosi Kalwaytis (1982)
Library Associate, Circulation Supervisor (1985)
B.S., M.S., University of Scranton

Janice Kane (1986)
Assistant Director, Recreational Sports (1986)
B.A., University of Scranton

Theresa Kaplan (1988)
Consultant Manager, SBDC (1990)
B.S., M.S., University of Scranton

Marie Karam (1988)
Director of the Language Learning Center (1994)
B.A., Marywood College;
M.A., Pennysylvania State University;

Pamela Karlavige (1989)
Payroll Supervisor (1995)

Ann KasIEWSKI (1987)
Systems Specialist, Library (1993)

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Deanne Loftus (1989)
Project Consultant/Inst.-CCF (1994)
B.S., Indiana University of Pennsylvania

Associate Campus Minister (1995)
B.A., Worcester State College;
M.Div., Jesuit School of Theology

Richard Loftus (1989)
Bursar (1990)
B.S., Marywood College

Kristen Maile (1995)
CPI Accountant (1995)
B.S., University of Scranton

Lorraine Mancuso (1982)
Assistant Director, Systems and Software Resources (1996)
B.S., M.B.A., University of Scranton

Donald Mannick (1980)
Laboratory Equipment Manager (1990)
E.E.T., Penn State University

Alan Mazzei (1994)
Director, Corporate and Foundation Relations(1994)
B.A., University of Scranton

Mary Ann McAndrew (1981)
Assistant Director, Learning Resources Center (1995)
B.S., University of Scranton

Constance E. McDonnell (1983)
Assistant Director, Career Services (1983)
B.A., University of Denver;
M.A., Marywood College

Ellen E. McGuire (1988)
Associate Director, Financial Aid (1990)
B.A., Pennsylvania State University;
M.S., University of Scranton

Aileen McHale (1988)
Project Manager, Dorm Computing, Network Resources (1996)
B.S., King’s College

John F. McNamara, D. et U. * (1975)
Senior Outreach Consultant, ECRC (1988)
B.S., University of Scranton

Vincent Merkel (1978)
Senior Consultant, Desktop and Instructional Resources (1996)
B.S., University of Scranton

Doreen Metro (1995)
LAN Administrator/Lab Support, Desktop and Instructional Resources (1996)
B.S., Marywood College

Darlene Miller-Lanning (1991)
Slide Curator (1991)
Director, University Art Gallery (1992)
B.F.A., Wilkes University;
M.F.A., Marywood College;
Ph.D., SUNY Binghamton

Maria Montenegro (1990)
Business Consultant, SBDC (1990)
B.S., Georgetown University
M.B.A., University of Scranton

James Morgan (1986)
Library Systems Specialist (1988)
A.S., Penn State University
B.S., University of Scranton

William Morris (1991)
Outreach Consultant, ECRC/McDade Center (1991)
B.S., University of Scranton

Danielle L. Morse (1991)
Software Support Analyst/WAN Support, DeskTop and Instructional Resources (1996)
B.S., Wilkes University

Assistant to Vice President for Student Affairs (1992)
A.B., St. Bonaventure University;
M.S., Syracuse University;
M.S., University of Scranton;
D. Ed., Pennsylvania State University

Senior Outreach Consultant, ECRC (1988)
B.S., Pennsylvania State University

James Muniz (1990)
Senior Outreach Consultant, ECRC (1988)
B.S., University of Scranton

Mark Murphy (1991)
Physical Plant Specialist (1991)
B.S., Wilkes University

Evelyn H. Nadel (1989)
Director of Commuter/Off-Campus Affairs and Orientation (1991)
B.A., William Penn College;
Ed.M., State University of New York at Buffalo

JoAnn Nicoten-Cecchini (1985)
Nurse-Practitioner, Student Health Services (1995)
B.S.N., University of New York at Binghamton;
M.S., F.N.P., State University of New York at Binghamton

Lisa Notarianni (1991)
Manager, Business and Telecommunication Services, Network Resources (1996)
A.S., Lackawanna Junior College

Diane O’Connor (1992)
Assistant Dean of Admissions (1994)
B.S., M.H.A., University of Scranton

Kenneth Olszegi (1991)
Assistant Dean of Admissions (1994)
B.S., University of Scranton

Anthony Pamela (1994)
Physics Lab Staff (1994)
B.S., M.S.,University of Scranton;
M.S., Weston School of Theology;
M.S., University of Massachusetts at Lowell

G. Donald Pantle, S.J. (1980)
Associate Campus Minister (1980)
B.A., Bellamine College;
M.A., Middlebury College

Purchasing Agent, Procurement (1991)
B.S., University of Scranton

Paul Perhach (1982)
Director of Career Services (1982)
B.A., King’s College;
M.S., Marywood College

Joseph Petroziello (1994)
Lab Technician-MBI (1994)
B.S., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Years</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Phillips</td>
<td>Assistant Director, Residence Life</td>
<td>1995</td>
<td>B.A., SUNY College at Oswego; M.S., Western Illinois University</td>
</tr>
<tr>
<td>Howard Piltz</td>
<td>Biology Lab Supervisor</td>
<td>1986</td>
<td>B.S., Pennsylvania Military College; M.S., University of Scranton</td>
</tr>
<tr>
<td>Patricia Popeck</td>
<td>Director of Student Health Services</td>
<td>1987</td>
<td>B.S., University of Virginia; M.S., University of Rochester</td>
</tr>
<tr>
<td>Dianne Posegate</td>
<td>Director, Nursing Lab</td>
<td>1993</td>
<td>B.S.N., Alfred University; M.S., University of Rochester</td>
</tr>
<tr>
<td>Rajendra Redkar</td>
<td>MBI Research Assistant</td>
<td>1995</td>
<td>B.S., M.S., University of Poona; Ph.D., Auburn University</td>
</tr>
<tr>
<td>Kathleen Rickrode</td>
<td>ECRC/FCIM Project Engineer</td>
<td>1993</td>
<td>B.S.E.E., Penn State University; M.S.E.E., Syracuse University</td>
</tr>
<tr>
<td>Sr. Joan Rocca Salvo</td>
<td>Coordinator, Eastern Christian Studies</td>
<td>1986</td>
<td>M.A., New York University; M.A., Seton Hall University; Advanced Studies, Villa Schifanoia</td>
</tr>
<tr>
<td>Sr. Judith Roemer</td>
<td>Assistant Director, Institute for Contemporary Spirituality</td>
<td>1987</td>
<td>B.A., Silver Lake College; M.A., Marquette University</td>
</tr>
<tr>
<td>Mary Roever</td>
<td>Director, Annual Giving Program</td>
<td>1995</td>
<td>B.A., University of Wisconsin Madison</td>
</tr>
<tr>
<td>Patrick Rombalski</td>
<td>Director of Residence Life</td>
<td>1993</td>
<td>B.A., Marquette University; M.S., Iowa State University</td>
</tr>
<tr>
<td>Mary Jane S. Rooney</td>
<td>Assistant Director, Alumni Relations</td>
<td>1991</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Sharrot Rose</td>
<td>Research Technician</td>
<td>1996</td>
<td>B.S., College Misericordia</td>
</tr>
<tr>
<td>Elizabeth A. Rozelle</td>
<td>Career Counselor</td>
<td>1989</td>
<td>B.A., Bloomsburg State College; M.S., University of Scranton</td>
</tr>
<tr>
<td>Mollie Ruffinbach</td>
<td>Assistant Director, Network Resources</td>
<td>1996</td>
<td>B.S., M.S., University of Scranton</td>
</tr>
<tr>
<td>Richard Ryczak</td>
<td>Assistant Archivist</td>
<td>1987</td>
<td>B.A., M.A., University of Scranton</td>
</tr>
<tr>
<td>Carolyn Santiso</td>
<td>Annual Fund Specialist</td>
<td>1989</td>
<td>B.A., University of Scranton</td>
</tr>
<tr>
<td>Raymond Survey</td>
<td>Coordinator, Steam Educational Lab</td>
<td>1996</td>
<td>B.S., University of Wisconsin, Green Bay</td>
</tr>
<tr>
<td>Sr. Joan Roccasalvo</td>
<td>Coordinator, Eastern Christian Studies</td>
<td>1986</td>
<td>M.A., New York University; M.A., Seton Hall University; Advanced Studies, Villa Schifanoia</td>
</tr>
<tr>
<td>Sr. Judith Roemer</td>
<td>Assistant Director, Institute for Contemporary Spirituality</td>
<td>1987</td>
<td>B.A., Silver Lake College; M.A., Marquette University</td>
</tr>
<tr>
<td>Mary Roever</td>
<td>Director, Annual Giving Program</td>
<td>1995</td>
<td>B.A., University of Wisconsin Madison</td>
</tr>
<tr>
<td>Patrick Rombalski</td>
<td>Director of Residence Life</td>
<td>1993</td>
<td>B.A., Marquette University; M.S., Iowa State University</td>
</tr>
<tr>
<td>Mary Jane S. Rooney</td>
<td>Assistant Director, Alumni Relations</td>
<td>1991</td>
<td>B.S., University of Scranton</td>
</tr>
<tr>
<td>Sharrot Rose</td>
<td>Research Technician</td>
<td>1996</td>
<td>B.S., College Misericordia</td>
</tr>
<tr>
<td>Elizabeth A. Rozelle</td>
<td>Career Counselor</td>
<td>1989</td>
<td>B.A., Bloomsburg State College; M.S., University of Scranton</td>
</tr>
</tbody>
</table>

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.
Laipeng Spagnolletti (1994)
Administrative Assistant, Provost’s Office (1996)
B.A., Lafayette College;
M.Ed., Seattle University

Sharon Sporer (1987)
Executive Secretary to the President (1987)

Helen Stager (1991)
Associate Registrar (1995)
B.A., College Misericordia

Anne Marie Starmord (1986)
Assessment Coordinator, AIRO (1994)
B.S., University of Scranton

Asst. Vice President for Finance (1993)
B.S., University of Scranton

Bonnie Strohl (1985)
Assistant Director of Library for Public Services/Collection Development (1996)
Assistant Librarian II (1990)
B.A., University of Pittsburgh

Donald Sutton (1993)
ECRC Outreach Consultant (1993)
B.S.E.E., University of Scranton;
M.S.E.E., Syracuse University

John Tabo (1978)
Project Leader, Systems and Software Resources (1996)
B.S., University of Scranton

Marylou Taddonio (1985)
Recorder, Registrar’s Office (1993)
B.S., Michigan State University;
M.S., State University of NY at Albany

Mary Trovato (1986)
Director, Planned Giving & Special Gifts (1992)
B.A., Shippensburg University;
M.S., University of Scranton

Diana Moore Trygar (1983)
Assistant Director, Environmental Health/Safety (1993)
B.S., M.S., University of Scranton

Richard Trygar (1984)
Chemistry Laboratory Supervisor (1991)
B.S., M.S., University of Scranton

Elaine Tweedy (1987)
Director SBDC (1989)
B.S., Marywood College;
M.S., University of Scranton

Paul Tweedy (1988)
Executive Director, CPI (1996)
B.A., M.A., George Washington University

Joseph Umbric (1994)
ECRC Acquisition Specialist (1994)

Patricia Vaccaro (1987)
Director of Collegiate Volunteers (1987)
B.A., Marywood College;
M.S., University of Scranton

Barbara Wagner (1992)
Academic Coordinator of Clinical Education (1992)
B.S., SUNY at Buffalo;
M.H.A., University of Scranton

Conrad Walsh (1994)
ECRC System Engineer (1994)
B.S., University of Scranton

Marcia Walsh (1994)
CCE Instructor (1994)
B.S., Marywood College

Mary Jo Walsh-Santo (1990)
Assistant Dean, CHER (1995)
B.A., M.Ed., University of Scranton

Diane Watson (1994)
Clinical Education Coordinator (1994)
B.S., University of Alberta
M.B.A., Western Business School

Helen Weiss (1986)
Library Associate (1987)
B.S., Moorehead State College

John C. White (1990)
Drug & Alcohol Education/Abuse Counselor (1990)
B.A., Luzerne Community College;
B.S., Bloomsburg University;
M.S.W., Marywood College

Assistant Director of Financial Aid (1979)

Susan Williams-Quinlan (1989)
Director, Counseling Center (1991)
Assistant Professor, Psychology (1990)
B.A., Sonoma State University;
M.S., San Jose State University;
Ph.D., University of Rhode Island
Licensed Psychologist

David Wilson, AIA (1989)
Staff Architect and Quality Control Officer (1989)
B.A., University of Cincinnati

Richard Winn, D. et U.* (1973)
Assistant Director, Physical Plant/Student Housing

Constance Wisdo (1988)
ECRC Technical Support Manager (1994)
B.S., B.S., King’s College
M.S., University of Scranton

Eric Woebkenberg (1995)
Instructional Support Technologist, Desktop and Instructional Resources (1996)
B.S., M.S., Xavier University

Sherman Wooden (1990)
Director of Student Activities (1990)
B.A., M.A., Howard University

Keith Yurgosky (1994)
B.S., University of Scranton

Gerald Zaboski (1988)
Assistant to the President (1992)
B.A., M.S., University of Scranton

* The Pro Deo et Universitate Award for Twenty Years or more Service to the University.

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AFFILIATED FACULTY

DIOCESAN FACULTY

Chair of Theology
Rev. Robert J. Barone, S.T.D.
Rev. Msgr. David Bohr, S.T.D.
Rev. Richard J. Gabuzda, S.T.D.
Rev. Michael F. Quinnan, S.T.L.

MEDICAL TECHNOLOGY FACULTY

Pennsylvania

Abington Memorial Hospital
Abington, PA
Paul J. Cherney, M.D.
Barbara J. Scheelje, MT (ASCP)

Sacred Heart Hospital
Allentown, PA
James M. Chiadis, M.D.
Deborah Schwab, B.S., MT (ASCP)

Lankenau Hospital
Wynnewood, PA
Albert A. Keshgegian, M.D., Ph.D.
Nancy Calder, M.Ed., MT (ASCP)

Geisinger Medical Center
Danville, PA
John J. Moran, M.D.
Alvin Swartzentruber, MT (ASCP)

Scranton Medical Technology Consortium
Scranton, PA
Mary A. Mehofer, M.D.
Mary Gene Butler, M.S., MT (ASCP)

Divine Providence Hospital
Williamsport, PA
Galal Ahmed, M.D.
Loretta Moffatt, MT (ASCP)

Nazareth Hospital
Philadelphia, PA
William J. Warren, M.D.
Diane Bejsiuk, M.Ed., M.T. (ASCP)

Wilkes-Barre General Hospital
Wilkes-Barre, PA
George Gruvau, M.D.
Michael G. Hromchak, M.B.A., MT (ASCP),
CLS (NCA)
PHYSICAL THERAPY AFFILIATED CLINICAL EDUCATION CENTERS

Affinity (Allentown, PA)
Akron General Medical Center (Akron, OH)
Albert Einstein Hospital (Philadelphia, PA)
Alfred I. Dupont Institute (Wilmington, DE)
Allegheny & Chesapeake PT. Inc. (Carrolltown, PA)
Allegheny Valley Hospital (Natrona Heights, PA)
Allied Services Rehabilitation Hospital (Scranton, PA)
Altounian Hospital (Altouna, PA)
American Rehab Center (Pottsville, PA)
Arden Hill Hospital (Goshen, NY)
Arlington Hospital (Arlington, VA)
Bacharach Rehab Hospital (Pomona, NJ)
Ball Memorial Hospital (Muncie, IN)
Barnes Kasson County Hospital (Susquehanna, PA)
Bayfront Medical Center (St. Petersburg, FL)
Berkshire Institute (Wyoming, PA)
Bon Secours Hospital North (North Miami, FL)
Brandywine Hospital and Trauma Center (Coatesville, PA)
Broome Developmental Services (Binghamton, NY)
Broward General Medical Center (Fort Lauderdale, FL)
Bryn Mawr Rehab Hospital (Malvern, PA)
Building Blocks Therapy Association (Hawthorne, NY)
Burch, Rhoads & Loomis (Baltimore, MD)
Byers and Basciano (Lancaster, PA)
Carlisle Hospital (Carlisle, PA)
Central Penn PT. Inc. (Shamokin, PA)
Centra State Medical Center (Freehold, NJ)
Chambersburg Hospital (Chambersburg, PA)
Cheyney University Hospital (Philadelphia, PA)
Chester Hill Rehabilitation Hospital (Wyndmoor, PA)
Children Center (Silver Spring, MD)
Children’s Development Center (WilliamSPORT, PA)
Children’s Seashore House (Philadelphia, PA)
Children’s Specialized Hospital (Mountainside, NJ)
Chilton Memorial Hospital (Pompton Plains, NJ)
City Avenue Hospital – Graduate Health Systems (Philadelphia, PA)
Columbia Blake Medical Center (Bradenton, FL)
Community General Hospital of Sullivan County (Harris, NY)
Community General Osteopathic Hospital (Harrisburg, PA)
Community Medical Center (Scranton, PA)
Comprehensive Neurological Services (Clarks Summit, PA)
Coordinated Health Systems – Easton (Easton, PA)
Coordinated Health Systems – Lehigh Valley (Bethlehem, PA)
Coordinated Health Systems – Pocomo (East Stroudsburg, PA)
Cruze Irving Memorial Hospital (Syracuse, NY)
Crozer Chester Medical Center (Upland, PA)
Cumberland Hospital for Children and Adolescents (New Kent, VA)
Delaware County Memorial Hospital (Drexel Hill, PA)
Delaware Valley Medical Center (Langhorne, PA)
Dover/Middletown Hospital (Dover/Newark, DE)
Dubois Regional Medical Center (Dubois, PA)
East Coast Rehabilitation of Wilkes-Barre (Plains, PA)
East Hills Rehab and Fitness Institute (Johnstown, PA)
Easter Seal Society/Berks County (Reading, PA)
Easter Seal Society/Eastern PA (Reading, PA)
Easter Seals Rehabilitation Center (Lancaster, PA)
Easton Hospital (Easton, PA)
Emmanuel Hospital & Rehab Center (Portland, OR)
Evangelical Community Hospital (Lewisburg, PA)
Fairlawn Rehabilitation Hospital (Worcester, MA)
Medical University of South Carolina (Charleston, SC)
Memorial Hosp. of Burlington Cty. (Mt. Holly, NJ)
Memorial Hospital of York (York, PA)
Mercer-Bucks Sports Medicine Center (Newtown, PA)
Mercy-Catholic Med. Ctr. (Darby, PA)
Mercy Hospital - Altoona (Altoona, PA)
Mercy Hospital - Pittsburgh (Pittsburgh, PA)
Mercy Hospital Rockville Center (Rockville Center, NY)
Mercy Hospital Scranton (Scranton, PA)
Mid Valley Hospital (Peckville, PA)
Milford Memorial Hospital (Milford, DE)
Millard Fillmore Hospitals (Williamsville, NY)
Montebello Rehab Hospital (Baltimore, MD)
Montgomery Cnty. Geriatric Rehab Ctr. (Roystonford, PA)
Morton F. Plant Hospital (Clearwater, FL)
Morristown Memorial Hospital, The Rehab Institute (Morristown, NJ)
Moses Taylor Hospital (Scranton, PA)
Moss Rehabilitation Hospital (Philadelphia, PA)
Muhlenburg Hospital Center (Bethlehem, PA)
Muhlenburg Rehab (Bethlehem, PA)
Multi-specialty Orthopedics of NJ/PJT (Springfield, NJ)
Muncy Valley Hospital (Muncy, PA)
New Hanover Memorial Hospital (Wilmington, NC)
New York University Medical Ctr. (New York, NY)
Newton Memorial Hospital (Newton, NJ)
North Fulton P.T. and Sports Medicine, Inc. (Roswell, GA)
North Shore University Hospital (Manhasset, NY)
Northeast Georgia Medical Center (Gainesville, GA)
Northeast Ohio Sports Medicine Inst. (Akron, OH)
Northeast Physical Therapy, P.C. (Wilkes-Barre, PA)
N.E. Work Hardening & Sports Therapy Center (Philadelphia, PA)
Northeastern Educational Intermediate Unit #19 (Mayfield, PA)
N.E. Occupational Med. & Rehab Ctr., P.C. (Dunmore, PA)
N.E. PA Veterans Center (Scranton, PA)
Novacare Orthopaedic Outpatient Division/Caln (Bala Cynwyd, PA)
Novacare Orthopaedic Rehab Division, Atlantic Shore (Northfield, NJ)
Novacare Outpatient Division/Broomall (Broomall, PA)
Novacare Outpatient Division/Cherry Hill (Cherry Hill, NJ)
Novacare Outpatient Division/Exton (Exton, PA)
Novacare Outpatient Division/Folsom (Folsom, PA)
Novacare Outpatient Division/Wayne (Wayne, PA)
Novacare Outpatient Division/Wilmington (Wilmington, DE)
Novacare Outpatient Rehab/Philadelphia (Philadelphia, PA)
Nyack Hospital (Nyack, NY)
Oregon Health Sciences University Hospital (Portland, OR)
Orlando Sports Medicine Center (Orlando, FL)
Our Lady of the Lake Regional Medical Center (Baton Rouge, LA)
Overlook Hospital (Summit, NJ)
Parkside Spine and Rehab. (Buffalo, NY)
Peds-Physical Therapy Association of Greater Suffolk (Commmack, NY)
Penn-Mar Rehabilitation, Inc. (Hanover, PA)
Performing Arts Physical Therapy (New York, NY)
Phelps County Regional Medical Center (Rolla, MO)
Philadelphia Center for Aquatic Rehab (Cherry Hill, NJ, Philadelphia, PA)
Physical Therapy, Inc. (Harrisburg, PA)
Physical Therapy Institute/Cooper Health Care Service P.T. (Mt. Laurel, NJ)
Physical Therapy Resources (Fl. Lauderdale, FL)
Pike Creek Sports Medicine Center (Wilmington, DE)
Pocono Medical Center (East Stroudsburg, PA)
Pocono Rehab Associates, Inc. (Bartonville, PA)
Polyclinic Medical Center (Harrisburg, PA)
Pottsville Area P.T. Services (Pottsville, PA)
Pottsville Hospital and Warne Clinic (Pottsville, PA)
Professional Rehab Associates, Inc. (Northampton, PA)
Professional Sports Care/Paramus (East Rutherford, Paramus, Port Lee, and Tunton Falls, NJ; Goshen, Hauppauge, New York and Wading River, NY)
Queens Medical Center (Honolulu, HI)
Reading Hospital & Medical Center (Reading, PA)
Reading - Berks Orthopedic & Sports PT (Fleetwood, PA)
Rehab Hospital of the Pacific (Honolulu, HI)
Rehabilitation Institute of Morristown Memorial (RMIM) (Morristown, NJ)
Rehabilitation Services, Inc. (Binghamton, NY)
Rehability Sports Medicine (Orlando, FL)
River Street Manor (Wilkes-Barre, PA)
Riverside Rehabilitation Center (Plains, PA)
Riverview Medical Center (Red Bank, NJ)
RK PT/Respiratory, Inc. (Ferndale, NY)
Robert Packer Hospital (Sayre, PA)
Sacred Heart Hospital (Allentown, PA)
St. Agnes Hospital (White Plains, NY)
Saint Agnes Medical Center (Philadelphia, PA)
St. Christopher’s Hospital for Children (Philadelphia, PA)
St. Francis Hospital & Medical Center (Hartford, CT)
Saint Joseph’s Center (Scranton, PA)
Saint Joseph’s Hospital (Reading, PA)
St. Joseph’s-Twin Tiers Rehabilitation Center (Elmira, NY)
Saint Joseph’s Hospital & Health Center (Syracuse, NY)
St. Joseph’s Hospital and Medical Center (Paterson, NJ)
St. Lawrence Rehab Center (Lawrenceville, NJ)
St. Luke’s Hospital (Bethlehem, PA)
St. Vincent’s Hospital (Erie, PA)
St. Vincent’s Medical Center/Richmond (Staten Island, NY)
Schuykill Rehabilitation Center (Pottsville, PA)
Scranton Rehabilitation Services (Scranton, PA)
Shadyside Hospital (Pittsburgh, PA)
Shriners Burn Institute (Boston, MA)
Sinai Rehabilitation Center (Baltimore, MD)
Somerset Medical Center (Somerville, NJ)
South Hills Sports Medicine Clinic (Pittsburgh, PA)
Sport Medicine Resource, PT (Stony Brook, NY)
Sprinter (Scranton, PA)
State Island Univ. Hospital (Staten Island, NY)
Sullivan Diagnostic Treatment Center (Harris, NY)
Team Rehab Inc./A Division of Genesis Health Ventures (Wilkes-Barre, PA)
The Woods Services (Langhorne, PA)
Thomas Jefferson University Hospital (Philadelphia, PA)
Towanda Memorial Hospital (Towanda, PA)
Tyler Memorial Hospital (Tunkhannock, PA)
Union Hospital (Union, NJ)
United Cerebral Palsy/Greater Suffolk (Commack, NY)
United Cerebral Palsy of NE PA (Clarks Summit, PA)
United Cerebral Palsy/Nassau City (Roosevelt, NY)
United Health Services—Binghamton General Hospital (Binghamton, NY)
United Health Services—Wilson Memorial Hospital (Johnson City, NY)
University of Medicine & Dentistry of NJ (Newark, NJ)
University of New England Health Center (Biddeford, ME)
University of North Carolina Hospitals (Chapel Hill, NC)
University of Pittsburgh Medical Center (Pittsburgh, PA)
University of Texas – Medical Branch (UTMB) (Galveston, TX)
VA Medical Center (Wilkes-Barre, PA)
Wayne Memorial Hospital (Honesdale, PA)
Welkind at Beaver Brook (Amadale, NJ)
Welkland Rehab Hospital (Chester, NJ)
West Boca Medical Center (Boca Raton, FL)
Williamsport Gibson Rehabilitation Center (Williamsport, PA)
Willow Lakes Health Center (Lancaster, PA)
Wyoming Valley Children’s Association (Wilkes-Barre, PA)
Wyoming Valley Health Care System (Wilkes-Barre, PA)
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B.A., SUNY Buffalo;
M.S., Boston University;
Ph.D., Adelphi University

Mary Elizabeth Clifford
Human Development
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Ph.D. Cand., Lehigh University

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Philip J. Cocco  
Economics  
B.S., M.B.A., University of Scranton

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M.F.A., Parsons School of Design

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Certified Rehabilitation Counselor

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Ph.D., Binghamton University

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S.T.L., S.T.D., Sant’Anselmo University, Rome

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M.M., Peabody/Johns Hopkins

Frank Germain  
Sociology/Criminal Justice  
B.S., University of Scranton;  
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Nursing  
B.S.N., Graceland College
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History  
B.S., M.S., University of Scranton;  
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English  
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B.A., Rutgers University;  
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National Certified Counselor  

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Philosophy  
B.A., University of Scranton;  
M.A., Boston College  

John Gregg  
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B.S., Mansfield University;  
A.C.S.W., M.S.W., Marywood College  
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Psychology  
B.S., M.S., University of Scranton;  
Ed.D., Temple University  

Edward Hening  
Accounting  
B.S., King’s College;  
M.S., Marywood College  

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Russian  
B.A., Marietta College;  
M.A., Norwich University  

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B.B.A., Rider University;  
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Management/Marketing  
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Political Science  
B.S., West Chester State College;  
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M.A., University of Maryland  

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Albert M. Liberator  
Theology  
Katholieke Universiteit te Leuven  

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Wendy Manetti  
Nursing  
B.S.N., University of Scranton  

Michael Markwith  
Physical Therapy  
B.S., M.H.R.A., University of Scranton  

Edward G. Mathews, Jr.  
Foreign Languages, Theology  
B.A., M.A., Ph.D. Cand. Catholic University;  
M.A., Ph.D. Cand., Columbia University  

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Linda McAndrew  
Nursing  
B.S.N., Wilkes University

Gail M. Mendrzycski  
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M.S.W., Fordham University

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J.D., John Marshall Law School

Deborah Olden  
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B.S.N., Duke University  
M.S., University of South Carolina

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A.B., University of Scranton  
M.A., Catholic University  
Ph.D., Fordham University

Beth C. Phillips  
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Michael F. Quinnan  
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B.A., University of Scranton;  
S.T.L., Gregorian University

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S.T.L., Gregorian University

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B.A., Moody Bible College;  
M.Div., Trinity Evangelical Divinity School;  
Ph.D., Drew University

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B.A., Alfred University;  
Ph.D, Fairleigh Dickinson University  
Licensed Psychologist

Paula Roe-Prior  
Nursing  
B.S.N., Thomas Jefferson University;  
M.S.N., University of Pennsylvania

Joan M. Rogan  
Sociology/Criminal Justice  
B.S., Syracuse University  
M.S.W., Boston University

Sheldon J. Rosenberg  
History  
A.B., L.L.B., Temple University

Shelly Rosenberg  
Nursing  
B.S.N., M.S.N., University of Pennsylvania

Barbara A. Rothermel  
Art History  
B.A., Hood College;  
M.L.S., University of Oklahoma

Judith Ryan  
Theology  
M.S., Ph.D., New York University  
M.A., Ph.D., Fordham University

Marie A. Ryan  
B.S., College Misericordia  
M.S., University of Scranton

Martha Sampson  
Art  
B.S., Kutztown University;  
M.F.A., Marywood College

Susan Breyer Sewall  
Education  
B.A., William Patterson College;  
M.A., Montclair State College

Carole Sherlock  
Operations and Information Management  
B.S., Marywood College;  
M.A.T.M., Villanova University

Jerry M. Skinner  
Biology  
B.S., B.A.Ed., University of Akron  
M.S., Ph.D., Ohio State University

Emma Smith  
Nursing  
B.S.N., West Virginia Wesleyan College
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Morris Smith</td>
<td>Theology B.R.E., M.R.E., College of the Bible; M.A., St. Mary’s University; Th.D., National Christian University</td>
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